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NATIONAL
CHILD LABOR COMMITTEE.

SIXTY-SEVENTH ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION

OF THE

STATE OF MICHIGAN

WITH

ACCOMPANYING DOCUMENTS

FOR

THE YEAR 1903

BY AUTHORITY

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DEPARTMENT OF PUBLIC INSTRUCTION.

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*In place of W. L. Smith, resigned.

SUPERINTENDENT'S REPORT.

This is the sixty-seventh report of the State Superintendent of Public Instruction and the third of the present administration. It covers the work done by the Superintendent and his associates during the calendar year 1903.

Taking the State as a whole, it is believed that there has been an unusual amount of thoughtfulness on the part of the people of Michigan concerning educational matters; that more than ever before they have been carefully considering the condition of their schools and seriously studying ways and means by which those conditions can be improved and the standards of excellence raised. One very gratifying phase of the question has been the interest shown by those who, from their position at the head of our

HIGHER INSTITUTIONS OF LEARNING,

command great influence and have aided by voice and pen the movement for the betterment of our rural schools. The State Teachers' Association and the Schoolmasters' Club have also given the subject thorough discussion; the press has been generous in the amount of space given to this important question; and the Grange, Farmers' Clubs, and Farmers' Institutes have included this subject frequently in their programs.

A regular session of the State Legislature has been held during the past year and the members of that body, paying most earnest heed to the demands of the time, have passed several bills of very far reaching influence.

The most cordial and sincere thanks are due from the Department of Public Instruction to all these friends and well wishers of the cause of rural education and such thanks are hereby gratefully recorded. Surely those who are engaged in the actual work of extending this reform may well take heart at words of encouragement coming from such prominent and influential sources.

All have agreed that

THE MOST IMPORTANT EDUCATIONAL QUESTION

at the present time is that which seeks to place before the boys and girls of our rural communities the same educational privileges as are enjoyed by those in cities and villages. We have long boasted of the fact that any boy or girl in Michigan has the chance to pass without hindrance or embarrassment from the lowest grades of our public schools through those of the grammar school, the high school, and from this into and through our colleges or university; but we are at last awakening to the fact that this is true of only about

THREE-FIFTHS OF THE YOUTH

of the State. Indeed, the statement is only directly true for those pupils in the limited number of our city school systems that are accepted by the University and placed on the accredited list. During the school year ending September 1, 1902, there were 300,375 in city and village schools and 231,459 in rural schools. For any one of the latter class of pupils to even enter a high school there is the necessity that he shall leave his home and go to some neighboring city or village, which in turn involves non-resident tuition fees, board bills, and numerous other expenses that are not incurred by the ordinary high school student. It involves also absence from home, freedom from the restraints imposed upon him by parents, and subjects the boy or girl to many severe temptations which those who are under the home roof may not experience. In many cases it leads to a permanent withdrawal of the interest which the country boy should have for rural life and a consequent decision to remain in the city.

A PARTIAL TRUTH

has been expressed by some who say that "the only reason the cities have been able to maintain high schools and the country districts have not, can be found in the difference in the density of population. More population usually means more wealth. It certainly means a larger share of the primary school money, and the cities have been able to do what the townships did not dare undertake." In a communication from the State Superintendent to the JACKSON CITIZEN a year or more ago, a statement was made which is very significant, namely, that while the cost of educating the pupils in the Jackson city schools was $1.26 per pupil per month, including the high school, the cost in the rural schools of Jackson county was $1.60 per pupil per month. That is to say, it costs more per capita to

EDUCATE A CHILD IN THE COUNTRY,

and then only give him the rudiments of an education, than to perform the same task for a child in the city, giving him all the benefits of grammar and high school with all the accompaniments of music, drawing, physical culture, manual training, and domestic science. The unavoidable waste shown in the administration of the country schools of Jackson county is true of the country schools throughout the entire State. The unfortunate part of the question, however, lies not so much in the

UNNECESSARY EXPENDITURE

of money as in the fact these schools do not give the opportunities to which the youth in the rural districts are entitled. The trouble is not so much in the difference in the density of population as it is in the manner of distribution of the money which is now being expended on the rural schools. Our schools are not suffering for the means of maintenance but for proper interest and appreciation of what they ought to do.

It can be shown that the centralized school, with the pupils transported to and from the school at public expense, will not only adequately and fully solve the problem of furnishing to the child in the country improved facilities with better teachers for the first eight grades, but will also add the benefits and privileges of the high school grades, generally without increased expense.

It is also true that the rural high school will not afford all the advantages of the city high school, but it is equally true that the rural high school will furnish many advantages which, in the very nature of the case, cannot well be attained by the city school. At the best, the work of the city high school must be done, so far as the pupils are concerned, through the medium of books. The most of their knowledge must be obtained by the method of authority from the printed page and only in exceptional cases will they learn by an appeal to the

REAL OBJECTS OF KNOWLEDGE,

thus obtaining their knowledge at first hand. On the other hand, the student in the rural high school will go to the original sources, to Nature itself, for the facts of zoology, botany, mineralogy, meteorology, physics, chemistry, physical geography, and the like. By this method he will acquire the power to read and interpret facts at first hand and he will insist upon carrying the same valuable method into lines of research and finally into the practical affairs of life. He will be given an independence of thought, a habit of reliance upon his own powers, he will be impressed by the largeness and freedom of the country, he will be freed from the artificiality and conventionality which more or less dominate life in the city and are quite characteristic of the city school. He will broaden in spirit and in aspiration by drinking in the free air of the country, by his contact with and study of the broad expanse of nature, the sky above him, the fields and forests; and the country will continue in the future as it has in the past, only in a more emphatic sense, to furnish the truly great men of our nation.

THE CENTRALIZED RURAL SCHOOL.

A careful and thorough study of the conditions which prevail in the rural schools of Michigan and especially in the southern counties, and an equally careful study of the remedies as they are proposed and carried out in other states, and especially my observations of the practical operations of the schools of Ohio, convince me that the method of consolidation and centralization will effect a much needed reform in our Michigan schools. No one can see the splendid schools in Gustavus and Greene townships, Ohio, and the equally successful township high schools of Indiana and doubt that the plan is an eminently wise one which substitutes a graded school complete in all departments, with teachers and apparatus equal to the best graded schools in the city, and all covered in cost by the same sum of money which was spent under the old system of district schools.

When centralization is an

ACCOMPLISHED FACT

for any community, the high school will almost invariably be there without extra cost and without further effort. That is to say, the rural high school is the natural and inevitable corollary of the centralized schools. The old-fashioned country school of a generation ago with its large numbers and its "big" boys and girls, accomplished a great work in the early development of a strong and self-reliant citizenship; but with the advent of our high school in every city and village, very many of those pupils, fitted in years and preparation for high school work, have gone to these schools with the inevitable result that our

RURAL SCHOOLS ARE DEPOPULATED

as to the older pupils. One manifest improvement has come to the country schools which is not appreciated as much as it ought to be. In the schools of twenty-five years ago the older pupils received all or nearly all the attention of the teacher, and the children of the primary grades were neglected. At the present time the strongest work is done in the primary grades, and our pupils are thus introduced to proper methods, and trained to right habits in their early school life.

IN THE CENTRALIZED SCHOOL

all grades will be under the guidance of trained teachers, the advanced courses and older scholars will give tone and enthusiasm to the school, the interest of all in the progress of the schools will be heightened and the rural school will have recovered its old-time glory and efficiency, and to it will be added all the benefits of the best there is in our modern educational methods. To one who can have the courage to see the end from the beginning it is easy to prophesy that the time is coming when instead of fifty per cent., as at present, not having access to a high school, all will enjoy that needed twentieth century adjunct to our civilization.

It must be confessed this evolution of the country schools will not come in a day but

MICHIGAN MUST NOT FALL BEHIND

in a movement which has already taken root in more than twenty states and which all students of educational progress agree is a much needed and far-reaching reform; one which puts our rural schools in the position which they ought to occupy.

During these days of rapid material progress along almost every line it is fair to ask whether the rural school has kept pace with this progress. Log houses have been exchanged for comfortable and commodious homes; the "democrat" or "buckboard" has been set aside for the surrey; the scythe and the cradle have been supplanted by the mower and reaper. Has the rural school made improvement in the same ratio? It is true in some rural districts that better buildings have been erected but in many of these same cases it is also true that the attendance has greatly diminished and as a consequence the strong, well-educated man as a teacher has given way to young and often inexperienced girls. Because of the greater advantages to be found in our city schools, thousands of young people have been induced to leave the home in the country for the high school. New occupations have developed so rapidly as to induce many more to go from the country to the city. A machine which will permit one farmer to do the work which originally required five will inevitably result in the one remaining upon the farm and the other four going to the city for work. All these conditions have brought about a

DECLINE OF THE RURAL SCHOOL

and this is especially true with reference to the matter of attendance. In the nature of the case, the rural school district of a given area does not and never will again contain as many pupils of school age as in years gone by. Michigan contains nearly a hundred districts with five pupils or less and over a thousand with fifteen or less. A successful school cannot be produced from a small number of pupils. The average cost per pupil in these thousand schools is $4.16 per month or $41.60 per year of ten months. The following figures give the total cost per pupil per year, and per month, including the high school, in the six largest cities of the State:

	Cost per pupil per year.	Number of months taught.	Cost per pupil per month.
Detroit	$29 51	Nine and one-half	$2 06
Grand Rapids	31 83	Ten	3 18
Kalamazoo	24 01	Nine and one-half	2 52
Muskegon	28 01	Ten	2 80
Port Huron	19 30	Ten	1 93
Saginaw	27 64	Ten	2 76

It should be remembered that in these cases, as in all graded school districts, the pupils not only enjoy the advantages of the eight grades but also that of a splendid high school. Thus it will be seen that the money expended for the support of the rural school falls far short of giving the results which it should. The rural schools may be greatly improved by the

CONSOLIDATION OF TWO OR MORE DISTRICTS.

This the writer affirms, not as a suddenly conceived notion, but after the most thorough and exhaustive study of the case from every standpoint. Other states have tried it with great satisfaction to pupils and patrons.

A personal examination of the practical workings of a system of consolidated schools in Ohio shows that while the idea meets with some opposition at first the people finally agree almost unanimously that the schools have been greatly improved. Consolidation or centralization of schools means that several weak districts may be united into one strong one. The consolidated area need not be a township but instead such a region as by natural location, accessibility, condition of roads, and other reasons could naturally and easily be thrown together. The advantages would be many: one building and not several would have to be maintained, repaired, heated, and furnished; the number of teachers would be diminished with the result that better wages could be paid and superior teachers employed; classes would be larger and consequently more enthusiasm and class spirit would prevail. The central buildings would be far better adapted for school purposes than the small district houses; they may be heated by a furnace and furnished with modern apparatus.

UNDER THE PRESENT CONDITIONS

one teacher must divide her energies between pupils of eight grades, and one teacher can not do justice to so many different lines of work; in the centralized school the work would be divided between two or three teachers. With this division of labor would come the high school with the inestimable advantages that the pupils would have and this without the necessity of leaving their home. Under the new system, school authorities would be enabled to add to the course of study many subjects which are now neglected, such as nature study, manual training, agricultural science, domestic economy, music, and drawing. By such a school the length of the school year would be increased and the children would be more regular and punctual in their attendance. In places where this plan has been tried and the pupils have been transported to and from their homes the attendance has increased from

FIFTY TO ONE HUNDRED AND FIFTY PER CENT.

and tardiness is practically unknown.

I have pointed out in another place that by the centralized school there would be established a social center, the people themselves would be drawn closer together, the mental and social horizon of all would be enlarged and life would take on a deeper and more blessed meaning. In such schools all the children, rich and poor alike, would receive a liberal education and remain at home during the entire time of their high school course. More important still, the character of the central school instruction would be such that there would be an ever increasing appreciation of the value of country life, resulting in not an estrangement from but an increasing love for the delights and benefits of such a life.

All these benefits and many more the people in many counties of Ohio and other states have experienced under their system of centralized schools, and this without material increase in the expenses for school purposes in the territory involved.

The question is often asked as to the extent of the

PROGRESS ALREADY MADE.

In this connection it should be remembered that the law permitting the centralization of schools and the transportation of pupils at public expense did not go into operation until September 17, 1903, so that all plans for the school year 1903-4 had already been made and entered upon, with no chance of making the necessary changes to adapt them to the new order. In spite of this, however, some progress has been made with gratifying results. In three cases in Isabella county two districts have consolidated and built two-room schoolhouses. In Wayne county the matter is under advisement and will be consummated in a short time.

To the citizens of Covert township, Van Buren county, must be accorded the distinction of inaugurating the

FIRST TOWNSHIP HIGH SCHOOL,

under the provisions of Act 144, Laws of 1901. This case ought not to be confused in the minds of the people with the idea of the centralization of schools. The rural high school is a distinct proposition and has no relation whatever to the centralization of schools. Act 144 of 1901, carries with it the idea that all the schools of the township shall be continued as they now are, and that in addition to these there shall be established at the center of the township a high school which shall provide simply for the four high school grades. In some cases it may be wise to do this, but in the mind of the present Superintendent there is some doubt as to the wisdom of this method of solution of the vexed question. Some of the disadvantages of the plan were discussed briefly in the Superintendent's report for 1901.

On the other hand the centralized school will produce of itself a high school and that without any serious additional expense. A concrete example will help the student of this question to understand how this may be done. In the township of

GRAND BLANC, GENESEE COUNTY,

the taxpayers of Cook district voted to consolidate their schools with that of the village of Grand Blanc.

The following statement will show the exact financial conditions "before" and "after" consolidation:

Before Consolidation.

	Grand Blanc village school.	Cook district.
Valuation	$335,000 00	$80,670 00
District tax, except one mill tax	400 00	50 00
One mill tax	335 00	80 67
Total tax on district	735 00	130 00
Tax on $1.00 of valuation	0022	001625
Tax on $4,000.00 valuation	8 80	6 50
Number months school	10	5
Tax on $4,000 for 1 month school	88	1 30
Tax on $4,000 for each pupil of school age for 10 months	09	86
	(97 pupils.)	(15 pupils.)

After Consolidation.

Total valuation combined	$415,000 00
Total expense $735 and $250	985 00
Expense on $1.00	00237
Expense on $4,000	9 48
Expense on $4,000 for 1 month school	94
Expense on $4,000 for 10 months school, per pupil	084
(112 pupils.)	

Several very important and far-reaching results are to be seen by an examination of this report:

First.—The pupils in the Cook district now have the benefit of ten months of schooling instead of five. as before consolidation. The value of this fact is beyond the power of figures to compute.

Second.—The cost per capita is reduced in both districts. There is no apparent waste of funds.

Third.—The pupils of the Cook district now have the advantage of the better teachers and additional grades of the Grand Blanc schools.

THE RURAL SCHOOL OF THE FUTURE.

It may not be out of place to speak somewhat in detail of some of the conditions which it is desirable to attain as soon as possible. What is to be the character of the rural school of the future? This question will be answered by the successive generations of educational officials as each shall come into the position of responsibility, but it may be supposed that there will be a substantial unanimity of opinion as to certain general lines upon which progress will be made. The following suggestions are therefore made with the hope that, although they are now simply prophetic in their relation to what may be accomplished in the future, they may be fully realized.

Its present condition must be so improved upon as to adequately and thoroughly prepare a boy for the new and increasingly taxing

DUTIES OF CITIZENSHIP

that will be required of him when he attains his majority in the middle of the twentieth century. It will carry the pupil farther than the traditional seven or eight grades; for I cannot escape the conviction which has been so repeatedly urged, viz., that the minimum amount of schooling which will train a boy so that as a man he can take his part and succeed in it, is that which is represented by the present high school course. "A high school training for every boy and girl in Michigan" thoroughly carried out would lift the general level of citizenship much above its present condition and push Michigan more decidedly to the forefront of influence when brought into contact with other states.

In several important respects it must be more distinctively rural than it now is. It will fit its pupils for a life upon the farm. It will teach them to acquire an intelligent appreciation of the country, its beauties, its elevating and refining tendencies, and teach them to adapt themselves to and enter into all its privileges.

THE COURSE OF STUDY

must be planned with this in view. It must not necessarily be made to conform to the curriculum of the city schools. Many studies which are perfectly adapted to the youth of the city will have no appropriateness here. Nature study, agricultural science, a critical study of the soil, the sky, the forest, the field, botany, zoology, meteorology, manual training, and domestic science will take the place of Latin and Greek; ancient history will be replaced by United States history; civics will be emphasized; the study of the human body will be continued but with a greater reference to the maintenance of health and the production of a robust, strong, and virile manhood. I venture to say that athletics in some form, systematized so that all shall get the benefits arising therefrom,—athletics rationalized, modified greatly from the present exaggerated form which seeks to take nine or eleven young men already abnormally developed and make them still more abnormal—that some proper form of athletic exercise will continue to be pursued which will properly supplement the exercise which is incident to a country and farm life.

The schools will train for citizenship and for life rather than to attempt to produce mere bookworms. It is more important to know what a boy's attitude is or will be toward a given moral or ethical problem than to know that he can construe a sentence according to the latest grammatical rule. Geography, travels, biography, civics, and history, especially United States history, are more important than technical grammar or much of the work that is attempted in arithmetic.

The rural school of the future will be a positive and forceful

SOCIAL CENTER

growing out of an enlarged appreciation of those adjuncts which inevitably accompany a well organized and advanced system of education. Literary societies, debating clubs, women's clubs, farmers' clubs, lectures, concerts, Grange meetings,—these separately or all combined, will be recognized as consistent and logical factors of the public school. The good to be realized by this combination of educational appliances will not only be realized by the children and youth, but old and young alike will catch the enthusiasm for accurate knowledge and more of it, and all will enter into one common campaign of education. Money will be invested in an educational plant containing appliances for scientific demonstrations in laboratory equipments, lecture-room apparatus, stereopticon, maps, charts, libraries, all these to be used in the interests of all classes, in lecture courses, Grange and club meetings, and the like.

To speak more specifically of the actual working and conduct of the school, it will exalt

THE TWO R'S

into supreme importance, teaching them to the exclusion if need be of many of the subjects which have been crowded into the curriculum of the present day. In the last analysis of the method employed in obtaining what is called an education, one effort which must be made is supreme above all others. The pupil or student must clearly discern, mentally see, the object which he is studying, whether it be a printed page in the text-book, a map or chart, or an experiment in the laboratory. He must not only see the separate parts into which the problem is divided but he must also recognize the relation which these parts sustain to each other, and he must also see all these parts forming one harmonious and complete whole. By the same order of mind and by the same process he will be taught to see and interpret the facts of nature, to discern the signs of the times, to estimate the future of the wheat crop, or divine his political duty. In all this, and in the acquirement of all which will finally develop the boy into a forceful citizen, there is to be used a process that has long been considered as important but which has not been emphasized as it ought to be, a process called by the common term reading.

Too great a distinction is made between reading and the process known as study. To study does not require a different order of mind from that which is employed in reading.

STUDY IS ONLY INTENSIFIED READING,

and a large proportion of the difficulties encountered by the child in his studies would vanish if he were properly taught to read.

On the other hand it may be affirmed that a proper definition and characterization of the process by which the knowledge obtained by reading and study is made use of, is one which commonly goes by the name of writing. The expression of thought, by whatever method employed, is by a natural and logical expansion of the ordinary definition, only that of writing. These thoughts with which I had hoped to impress you with my point of view were put together by a process which is narrowly and technically known as writing. One who expresses his thought in words is employing identically the same process with the same end in view. At another time one might take the brush of the painter, the pencil of the artist, the facile touch of the musician, the skill of the architect, or the marvelously forceful power of expression of the artisan with his tools, as he accurately expresses his thought by the creations of his skill and inventive power. All this is writing. The acquirement of a thought is reading; the expression of that thought is writing, and I would have every pupil in our public schools thoroughly grounded in these two arts. Give the boy these two powers and he will educate himself.

THE RURAL SCHOOL OF THE FUTURE

will be a centralized school. Some do not think so. But scarcely any of the factors already urged as necessities in the future school can, in any adequate sense, be realized in the ordinary country school as it is now organized with its small attendance and young, untrained, and inexperienced teacher. It is not taking the school away from the people to remove it to the central point of from two to two and one-half dozen districts. The organizers of farmers' clubs do not confine their operations to the limits of a single school district. Nine sections of land is recognized to be altogether too small an area from which to recruit the membership of a successful farmers' club. Good roads, improved carriages and wagons, better and faster horses, telephonic communication, the daily paper, rural free delivery, these all annihilate space and bring the people of a township nearer together than they were under more adverse circumstances in the small old-fashioned district.

In the future the architecture of the schoolhouse will be greatly improved. This house in which our children spend from one-quarter to one-third of their lives ought to be something more than

A MERE BOX OF BOARDS,

open to all the winds of heaven, uninviting, unadorned, without sufficient heating and ventilation, with grounds and surroundings which are noticeable for the absence of tree or shrub or flower. The Superintendent will be excused if he suggests that the character of our school buildings ought to be bettered in at least a ratio commensurate with that which can be witnessed in the evolution of the modern house or hay barn.

The rural school of the future will have

BETTER TRAINED TEACHERS

than have the schools of to-day. I am sure of this, because in eight counties of Michigan we already have established county normal training classes. In some of these counties as high as twenty per cent of the entire teaching force of the county have voluntarily entered upon a course of professional training, with a promise made by each of them that when their training is completed they will go back into the rural schools of their own county and give them the benefit of their teaching. That will be a potent and efficient force to lift our schools to a higher plane. The rural school of the future then will be located in the country and not in the village or city. It will be equipped with the best apparatus, and be a social center, the center of interest and appreciation, and be managed by trained and expert teachers. Its course of study will be broad, practical, and thorough, and the product will be a willing, working, cultured citizenship.

STATEMENTS FROM OHIO.

The following letters have been received from persons in Ohio to whom we have written in regard to the success in centralization. They are self-explanatory. The list of counties and townships following the letter of Commissioner Bonebrake shows the extent of centralization in Ohio, and it will be a good plan for Michigan people to correspond with any of the persons whose names appear, in regard to the details of the plan. This Department has no desire to cover up unfavorable conditions. We desire that the people of Michigan shall have a full, free, and frank discussion of the matter and study it from all points of view.

OHIO AGRICULTURAL EXPERIMENT STATION.

Wooster, Ohio, April 6, 1904.

Prof. Delos Fall, Lansing, Mich.:

Dear Sir—Your letter of March 31st has been forwarded to me from Gustavus, I having left that point a little over a year ago for work at the Ohio Experiment Station.

I note your query carefully and can say to you that centralization of township schools has not lost any ground in Ohio. They are being established in different parts of the state every year, and to my knowledge only one township or part of a township, has gone back to the old system. Marlboro, in Stark county, that had partial centralization several years ago has gone back to the old system, but I should not

LICKING COUNTY.

Townships.	Clerks.	P. O. Addresses.
Harrison	E. K. Morrow	Outville.

LORAIN COUNTY.

Camden	Chas. C. Lucas	Kipton.
Rochester	Robert Chestnut	Rochester.
Huntington	T. D. Phelon	Huntington.

MARION COUNTY.

Bowling Green	F. L. Spicer	Larue.

MEDINA COUNTY.

Granger	P. N. Averill	Medina.
Litchfield	A. D. Willis	Litchfield.

MEIGS COUNTY.

Letart	E. C. Bibbee	Letart Falls.

OTTAWA COUNTY.

Put-in-Bay	F. W. Burggraff	Put-in-Bay.

PERRY COUNTY.

Reading	E. W. Snider	Somerset.

PORTAGE COUNTY.

Aurora	G. W. Hurd	Aurora.
Hiram	E. E. Snoddy	Hiram.
Mantua	E. E. Hoskins	Mantua Station.
Nelson	C. A. Witherstay	Garrettsville.
Streetsboro	Tom Rogers	Streetsboro.

ROSS COUNTY.

Liberty	L. G. Thomas	Gillespieville.
Twin	E. C. Rinehart	Bourneville.

SUMMIT COUNTY.

Copley	Homer G. Long	Copley.
Northampton	W. E. Voss	Cuyahoga Falls.
Twinsburg	L. K. Chamberlin	Twinsburg.

TRUMBULL COUNTY.

Bazetta	C. M. Wildman	Cortland.
Greene	W. R. Harrington	Greensburg.
Gustavus	J. F. Keene	Gustavus.
Johnston	W. H. Law	Cortland, R. D.
Kinsman	H. J. Fobes	Kinsman.
Vernon	E. Kay Crocker	Kinsman, R. D. No. 3

TUSCARAWAS COUNTY.

Mill	Henry O. Snyder	Uhrichsville.

UNION COUNTY.

Jerome	W. C. Vigor	New California.

WARREN COUNTY.

Deersfield	H. M. Wintrow	Mason.

HISTORY OF EDUCATIONAL FUNDS.

THE NORTHWEST TERRITORY.

In 1778, during the latter part of the war for Independence, an effort was made by Col. Hamilton, the British commander at Detroit, to stir up all the western Indian tribes and organize a combined attack upon the western frontier. This attempt was thwarted by a young Virginian, George Rogers Clark, who entered the country of the enemy and in two masterly campaigns during the years 1778 and 1779 conquered it. At Vincennes he defeated and captured Col. Hamilton himself. On account of this conquest Virginia laid claim to all of this territory.

FAR-REACHING EFFECTS OF THIS.

The issues hanging upon this apparently unimportant event of history were but faintly comprehended. Through it the whole territory north of the Ohio river, stretching from the Alleghanies to the Mississippi, fell into the possession of the colonies. This almost unexplored wilderness was known as the *Northwest Territory*. When the treaty of peace signed in 1783 was made, it was retained by skilful diplomacy.

This vast area, however, was to figure prominently in the future of the country; first, as an irritant among the colonies, and afterwards as the germ of two great ideas: namely, a central government, and national aid to education. It became an irritant because the original grants of land to Virginia, Connecticut, and Massachusetts had no specific western boundaries, and in consequence these states claimed all the territory west of Pennsylvania and north of the Ohio river. But their northern and southern boundaries were also so indefinite that the claims to them in many cases overlapped so that two and even three states laid claim to some of the territory. To quote from Fisk's "Critical Period of American History":

"The charters of Massachusetts and Connecticut were framed at a time when the people had not got over the notion that this part of the continent was not much larger than Mexico, and accordingly these colonies had received the royal permission to extend from sea to sea. The existence of a foreign colony of Dutchmen in the neighborhood was a trifle about which these documents did not trouble themselves; but when Charles II conquered this colony and bestowed it upon his brother, the province of New York became a stubborn fact which could not be disregarded. Massachusetts and Connecticut peaceably settled their boundary line with New York, and laid no claims to land within the limits of that State; but they still continued to claim what lay beyond it as far as the Mississippi river, where the Spanish dominion now began. The regions claimed by Massachusetts have since become the southern halves of the states of Michigan and Wisconsin. The region claimed by Connecticut was a narrow strip running over the northern portions of Pennsylvania, Ohio, Indiana, and Illinois."

But New York laughed to scorn the claims of Connecticut and on certain grounds growing out of her relations with the Six Nations claimed pretty much everything north of the Ohio and east of the Miami.

To quote again from Fisk's "Critical Period": "But according to Virginia it made little difference what Connecticut and Massachusetts and New York thought about the matter, for every acre of land from the Ohio river up to Lake Superior belonged to her. Was not she the lordly 'Old Dominion,' out of which every one of the states had been carved? * * * But besides all this, it was Virginia that had actually conquered the disputed territory and held every military post in it except those which the British had not surrendered; and who could doubt that possession was nine points in the law?"

SETTLEMENT OF THE QUESTION.

New York and Virginia were the most insistent in their claims which were looked upon with strong disfavor by the smaller states having no claim to western territory, because of the fear that those states might expand and assume such proportions as to practically tyrannize over the smaller states. At this distance it is difficult for us to appreciate the dangers that lurked in these conflicting claims, and for a long time no one seemed able to suggest a plan by which to settle them.

It was Maryland that finally suggested the idea which although vigorously opposed at first was finally adopted as the solution of the problem. She opposed the idea of giving to any state such a vast area or of dividing it among three or four states, and refused to ratify the Articles of Confederation until the entire Northwest Territory was ceded to the United States government. "Virginia,"* she said, "by selling on most moderate terms a small proportion of the lands in question, would draw into her treasury vast sums of money; and in proportion to the sums arising from such sales, would be enabled to lessen her taxes. Lands comparatively cheap, and taxes comparatively low, with the lands and taxes of an adjacent state, would quickly drain the state thus disadvantageously circumstanced of its most useful inhabitants; its wealth and its consequence in the scale of the confederated states would sink of course." She urged further that all the states needed money and that all should participate in the revenues which would arise from the sale of the lands in question. It was also urged that if the United States owned the territory, the conflicting claims to ownership would vanish, it could be opened to settlement, the land sold and the money thus obtained used to pay the debts and expenses of the government.

As the Articles were "Articles of Confederation and Perpetual Union among the thirteen States," the ratification of Maryland was necessary to make the thirteenth. Ratification by the other twelve could give no force, thus Maryland held the key to the situation. Her ratification must be secured or the entire plan of Union of the States would fail.

In the meantime some of the states were preparing to sell the disputed lands. This aroused those who felt the need of Union of the States, and sentiment in favor of cession of the disputed lands to the United States developed rapidly.

On January 17, 1780, the legislature of New York passed an "Act for facilitating the completion of the Articles of Confederation and Perpetual Union among the United States of America." This act empowered the delegates of the State in Congress to cede its claims to the Northwest Territory to the United States. The cession by New York of its claims was followed by a recommendation from Congress that all states having western claims cede them to the United States. To this Connecticut responded by offering to cede everything except 3,250,000 acres on the southern shore of Lake Erie, reserving this for educational purposes, and known as the "Connecticut or Western Reserve." In 1784 Virginia made absolute cession of all her claims and on April 19 of the following year, the tenth anniversary of Lexington, Massachusetts surrendered her claims.

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* "The Old Northwest," p. 210.—Hinsdale.

RESULT OF THE CESSIONS.

But the amicable settlement of this perplexing question had roots that probably lay deeper than was suspected by those most closely connected with its execution. It was the nucleus of a central government, the A B C of nationality from which later the people should learn to read of national sovereignty. Here was a vast territory of unknown value, the property of the Confederation of the States, subject to the action of its Congress without the action of the states. It was the first property over which Congress had exercised absolute control. It gave to Congress bone and sinew and to the United States a tangible existence. It was moreover property in which each of the states had personal interest; for Congress, composed of their representatives, was to dictate its future. Here was the germ—that of common interest—from which should grow the most steadfast republic the world has ever known.

This land was to be converted into revenue. Preparatory to this Congress on May 20, 1785, enacted "An ordinance for ascertaining the mode of disposing of lands in the Western territory." This ordinance applied to the lands ceded by the individual states and also lands purchased from the Indians. It required several treaties to secure to the United States control of such of these lands as were claimed by the Indians, the last of which was not signed until 1789.

The ordinance provided for a survey such as had never been known among the colonies. This survey was to divide the entire

> [*]"Territory into townships six miles square, by lines running due north and south, and others crossing these at right angles, as near as may be. The geographer shall designate the townships or fractional parts of townships by numbers progressively from south to north; always beginning range with No. 1. The lines shall be measured with a chain; shall be plainly marked by chops on trees, and exactly described on a plat, whereon shall be noted by the surveyor, at their proper distances, all mines, salt-springs, salt-licks, and mill-seats, that shall come to his knowledge, mountains and other remarkable and permanent things over and near which such lines shall pass, and also the quality of the lands. * * * * The plats of the township respectively shall be marked by subdivisions into lots of one mile square or 640 acres in the same direction as the external lines, and numbered from 1 to 36."

[†]There has been some controversy as to the author of the plan of survey incorporated in the ordinance of 1785. The late Colonel Charles Whittlesey accords the honor to Thomas Hutchins, first Geographer of the United States, whose duties were similar to those now performed by the Surveyor-General of the Public Lands. Whittlesey says Hutchins conceived "this simplest of all known modes of survey" in 1764, when he was a captain in

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[*] Journals of Congress, IV. 520.

[†] Hinsdale's, *The Old Northwest.*

the Sixtieth Royal Regiment, and engineer to the expedition to Ohio, under Colonel Henry Bouquet. It formed a part of his plan of military colonies north of the Ohio as a protection against Indians. The seven ranges were surveyed in 1786-87, under the protection of United States troops. The base-line of this survey, known as "the Geographer's line," runs west from the north bank of the Ohio, where the State line crosses it, forty-two miles.

The division of the square miles into quarters, and the subdivision of the quarters was a later idea.

After the survey the Secretary of War was to draw by lot from the townships one-seventh, or such part as was necessary to meet the claims of the Continental Army, no land to be sold at less than one dollar an acre. The remainder was disposed of as follows: The United States reserved lots (sections) numbers 8, 11, 26, 29 (wherever found) in each township. The remainder was

*"To be drawn for in the name of The Thirteen States respectively, according to the quotas in the last preceding requisition on all the States. . . . . *There shall also be reserved the lot No. 16 of every township for the maintenance of public schools, within the said township.*"

Herein lies the origin of the primary school fund in the five great states carved out of this territory.

Article III of the Ordinance of 1787 confirmed that of 1785 in the following words which Dr. Hinsdale says, "should be emblazoned on the escutcheon of every American State": *Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.*

The inside history of the enactment of the Ordinance of 1787 is interesting if not inspiring. The strong argument in securing the various cessions of the Northwest Territory had been, as we have said, the revenues that the governments of the states and the United States might receive from the sale of these lands. An organization known as the Ohio Company of Associates was formed for "The conversion of those old final certificates into future homes, westward of the Ohio."

General S. H. Parsons of Connecticut was sent by this company to negotiate a purchase with congress. He returned home and Dr. Manasseth Cutler of Massachusetts took his place. Dr. Cutler wished to purchase as much land as $1,000,000 of public debt would buy.

Such was Dr. Cutler's presentation of the case that in less than one week after his arrival the Ordinance had been drawn, acted upon, and passed, and fourteen days after the passage, Congress authorized the sale of 5,000,000 acres of land, 1,500,000 to the Ohio company and the remainder, to quote from Dr. Cutler's diary, "for a private speculation in which many of the principal characters of America are concerned."

One wonders how much the "private speculation" had to do with the passage of the Ordinance in one week that had been before Congress for more than three years. Valuable as was this Ordinance, one reads with a degree of satisfaction that the "speculation proved to be very disastrous to all concerned."

RESERVATIONS OF SCHOOL LANDS.

The act of Congress of 1804, making provision for the sale of lands in the Indiana Territory, comprising the present states of Indiana, Illinois, Michigan, and Wisconsin, again reserved section No. 16 in every township for the support of schools.

It will be seen by these various provisions that the policy of giving public aid to the cause of education was steadfast and liberal. It is evident, however, that the original design of Congress was to give section 16 for the benefit of education in the township only in which such section was situated. In the older states this had caused much difficulty and many complications, one of the chief reasons being that the section 16 in various townships differed greatly in value, some of them being sufficient to greatly aid the schools of the township, others being absolutely worthless. When Michigan sought admission to the Union she profited by the experience of some of her sister states, and believing that the interests of education were not local but general, made provision that the sixteenth section of each township should become the property of the State for the use of schools, and contribute not to the educational aid of any locality but to the entire State. The language of the first State Constitution adopted in 1835 is as follows:

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* Land Ordinance of 1785.

> "The proceeds of all lands that have been or hereafter may be granted by the United States to this State for the support of schools, which shall hereafter be sold or disposed of, shall be and remain a *perpetual fund*, the interest of which, together with the rents of all unsold lands, shall be inviolably appropriated to the support of schools throughout the State."

The "perpetual fund" above mentioned was later named the Primary School Fund.

The present State Constitution of 1850 did not materially change the above except by certain additions, the language of Sections 2 and 3, Article XIII, being as follows:

> Sec. 2. The proceeds from the sales of all lands that have been or hereafter may be granted by the United States to the State for educational purposes, and the proceeds of all lands or other property given by individuals or appropriated by the State for like purposes, which, together with the rents of all such lands as may remain unsold, shall be inviolably appropriated and annually applied to the specific objects of the original gift, grant, or appropriation.
>
> Sec. 3. All lands the titles to which shall fail from a defect of heirs, shall escheat to the State, and the interest on the clear proceeds from the sales thereof shall be appropriated exclusively to the support of primary schools.

The growth of this fund to its present proportions and the history of its aid to the thousands of common schools of this State are a splendid monument to the foresight, wisdom, and educational zeal of the men who framed the Constitution of the State.

THE UNIVERSITY FUND.

In September, 1817, Generals Cass and McArthur, on behalf of the United States, made a treaty with the Indian tribes of the Northwest, the Chippewas, Ottawas, and Pottawatomies. By this treaty the Indians gave to St. Ann's Church, Detroit, and to the College of Detroit each an undivided half of six sections of land reserved to these nations by Hull's treaty of 1807. The College of Detroit soon after transferred its three sections to the endowment fund of the University of Michigan. Several years later, 1826, Congress gave to the Territory of Michigan two townships, seventy-two sections, for the support of a "seminary of learning." From these seventy-five sections of land the University fund has been derived. Under the State Constitutions of 1835 and 1850 the proceeds derived from the sale of these lands constitute a perpetual fund as in the case of a primary school fund.

SALE OF SCHOOL LANDS.

Under the Constitution of 1835 which provided for the appointment of a Superintendent of Public Instruction, the Rev. John D. Pierce* was appointed the first person to hold that office.

When Michigan was finally admitted to the Union in 1837, the legislature enacted a law authorizing the Superintendent of Public Instruction to sell both the University and the primary school lands, to the amount of one million five hundred thousand dollars, at a price per acre of not less than twenty dollars for the University lands and eight dollars for primary school lands; the terms of payment being one-fourth at date of sale and the remainder in annual installments of five per cent., commencing five years after purchase, the unpaid balance bearing interest at seven per cent. Such was the demand for these lands that the sales in a little over five years amounted to more than $700,000, the average price being about twelve dollars an acre.

Owing to the hard times following the financial panic of 1837, many who purchased the above lands appealed to the State Legislature for a reduction of the above minimum prices. As a result the minimum price of University lands was changed in 1840 to fifteen dollars per acre and the primary school lands to five dollars per acre. In 1842 a still further reduction was made, so that in December, 1842, the fund had shrunk from $739,638.01 to $359,809.41.

In the report of John Pierce, the first Superintendent of Public Instruction of Michigan, we find a statement of the following lands thus placed in his hands for sale, together with an estimate of the probable amounts which these school funds might reach:

†Here, then, we have two funds set apart for educational purposes, valued by the laws fixing their minimum price, as follows:

University lands, 45,440 acres, $15.00 per acre........	$681,600
Add amount of old trustees..........................	5,000
School lands, 1,148,160 acres, $5.00 per acre..........	5,740,800
	$6,427,400

When we consider that the Primary School Fund to-day amounts to $4,193,642.42 with 46,975.33 acres unsold, we must admit that the estimate was a remarkably good one.

Superintendent Pierce's report contains also a statement of lands sold during the year 1837, together with descriptions of each parcel and price, a summary of which follows:

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*Mr. Pierce and his friend, Isaac Crary, had given much study to the Prussian system of education as set forth in the report of M. Victor Cousin, the French philosopher. Mr. Crary was a delegate from Calhoun county to the Constitutional Convention and as chairman of the committee on education was largely responsible for the framing of the provisions on education. His work was, without doubt, the fruit of the earnest efforts of Mr. Pierce who had been an indefatigable advocate of the Prussian system modified to meet the conditions of a new country. It was therefore logical that the people of the new state should demand the appointment of Mr. Pierce, this staunch friend of education, and thus give recognition to his valuable services.

†Page 292, Report 1841 44.

	County.	Acres.	Receipts.
July 5	Calhoun	2,000	$23,320 00
July 11	Kalamazoo	4,242.71	70,987 06
July 18	Berrien	3,058.67	31,008 61
July 25	Cass	2,187.50	24,880 00
August 1	St. Joseph	780.00	7,840 00
August 8	Branch	1,895.58	32,654 64
	Hillsdale	800.00	12,200 00
August 22	Lenawee	2,960	36,648 00
August 29	Monroe	1,244.62	18,978 68
September 5	Wayne	2,377.67	27,274 48
September 12	Macomb	702.92	10,342 66
September 19	St. Clair	640.00	5,210 00
September 25	Lapeer	465.40	3,723 20
October 3	Oakland	2,720.00	30,860 00
October 10	Livingston	520	4,160 00
October 17	Washtenaw	4,048	42,385 00
October 24-27	Jackson	1,796.27	15,980 16
	Miscellaneous	1,526.98	13,295 84
Totals		33,966.32	$411,748 33

DISPOSITION OF FUNDS RECEIVED FROM SALES.

The surplus of moneys received, after paying expenses of sales, surveys, etc., was loaned to corporations or individuals upon supposed good securities.

The report above referred to gives also the following report of loans made by the Superintendent of Public Instruction.

Loans of the Funds to Counties and Individuals—To Counties.

Counties.	Date of bond.	By whom given.	Amount loaned.	Time to run.	Amount of interest paid.	Interest due March 1, 1842.
Calhoun	Aug. 5, 1837	Sup.	$12,000	10 years	$3,168 18	$1,050 00
Calhoun	Oct. 6, 1838	"	3,000	10 "		
Kalamazoo	July 15, 1837	"	6,400	10 "	1,632 34	1,448 00
Jackson	July 15, 1837	"	10,000	10 "	3,402 26	1,050 00
Jackson	Jan. 1, 1838	"	5,000	10 "		
Berrien	July 19, 1837	County	3,000	10 "	1,599 61	885 39
Berrien	June 19, 1838	Sup.	7,000	10 "		
Lenawee	Sept. 12, 1837	"	10,000	10 "	2,735 87	910 00
Lenawee	Oct. 31, 1838	"	3,000	10 "		
Monroe	Sept., 1837	"	10,000	10 "	2,311 84	700 00
Kent	Mar. 1, 1838	"	5,000	10 "	789 85	260 15
Saginaw	July 2, 1838	" Bond as signed by Saginaw county bank.	10,000	10 "	64 80	2,210 20
Washtenaw	April 17, 1838	Sup.	8,000	10 "	1,260 00	560 00
Genesee	June 28, 1838	"	5,000	10 "	787 50	350 00

Whole amount of university fund loaned to counties	$31,000 00
Whole amount of primary school fund loaned to counties	66,400 00
Whole amount of interest paid	17,752 25
Whole amount unpaid, as calculated to 1st of March, 1842	9,423 74

To Individuals on Bond and Mortgage.

Date of bond.	Amount loaned.	Time to run.	Interest paid.	Interest due March 1, 1841.
Aug. 7, 1837	$2,500 00	5 years	$350 00	$512 24
Dec. 1, 1840	725 00	5 "	....	....
Mar. 11, 1841	900 00	5 "	....	63 00
Oct. 1, 1839	925 00	5 "	64 75	86 33
Oct. 1, 1839	4,025 00	5 "	840 00	680 11
Oct. 1, 1839	1,050 00	5 "	73 50	98 00
Aug. 6, 1841	500 00	5 "	....	19 85
Apr. 7, 1841	8,000 00	10 "	....	503 20
Apr. 26, 1841	200 00	6 "	....	10 70
Sept. 22, 1841	100 00	5 "	....	3 00

Whole amount of university fund loaned to individuals	$2,500 00
Whole amount of primary school fund loaned to individuals	16,425 00
Whole amount of interest paid	1,328 25
Whole amount unpaid as calculated to 1st of March, 1842	1,976 43
Add 3 years' interest on bond or $600, the principal, but not interest	126 00

It will be seen from the above that the first Superintendent of Public Instruction did a "land office business."

TRANSFER OF SALES.

In 1843 the State Land Office was established, and in 1844 the sale of school lands was transferred to that department. It has since remained a part of the work of that department, the money received in payment for school lands being turned into the State treasury and credited to the Primary School Fund.

PRESENT PLAN OF SALES.

When a person purchases any school lands the amount of money which he pays is credited to the Primary School Fund. If he makes part payment only, the State assumes the responsibility for the collection of the balance and the interest upon the same. In such case the Land Office opens an account with the purchaser, charging him with the unpaid principal and annually with interest upon the unpaid portion of the debt at seven per cent., which interest when paid is credited to the Primary School Interest Fund, while all payments upon the principal are credited to the Primary School Fund.

All moneys received by the State treasury in whole or in part payment upon school lands sold are used by the State for general purposes, the same becoming a part of the permanent educational fund of the State. All interest on unpaid lands, rents, trespasses, penalties, or other income from such lands is turned over to the State Treasurer and credited to the Primary School Interest Fund.

DIFFERENCE IN FUNDS.

It is well to distinguish between the Primary School Fund and the Primary School Interest Fund:

The Primary School Fund is the *account* of the moneys received for primary school lands sold, upon which the State pays seven per cent annually, and is often called the Seven Per Cent Interest Fund. It is by the Constitution made a permanent fund and can never be decreased. It contains no money, the State using all such moneys as above stated. It will readily be seen that the money so used decreases the amount necessary to be raised by State tax for general purposes.

The Primary School Interest Fund, on the other hand, is the money received from the State as interest upon the Primary School Fund at seven per cent and upon the Swamp Land Fund at five per cent per annum, together with all other revenues from school lands and the surplus from the specific taxes explained below. It is cash which must be apportioned semi-annually among the public schools of the State by the Superintendent of Public Instruction.

SWAMP LAND FUND.

In 1812 Congress set apart two million acres of land in the Territory of Michigan as a bounty for men who should enlist in the war about to break out with Great Britain. But agents sent to locate the lands reported them as "an unbroken series of tamarack swamps, bogs and sand-barrens, with not more than one acre in a hundred, and probably not one in a thousand, fit for cultivation."

In consequence of these discouraging reports the Surveyor General, Mr. Tiffin, recommended that these bounty lands be transferred to some other part of the country. They were finally located in Illinois and Missouri.

In later surveys the swampy lands were marked as "swamps" and not sold. In 1850 Congress gave these lands, amounting to 5,838,775 acres, to the State. By Act No. 87 of the State Laws of 1851 the Commissioner of the State Land Office was given control and supervision of said land and the sale thereof. No further legislation of importance with reference to swamp lands was made until 1858.

Section 5 of Act Number 31 of the Laws of that year contained the following:

> "All moneys heretofore received and all moneys hereafter received from the sale of said swamp lands, donated by the aforesaid act of Congress, after deducting expenses of sales, fifty per cent shall be denominated a primary school fund, and the interest thereof, at five per centum per annum, shall be appropriated and distributed in like manner as the primary school (interest) fund of the State."

The above section was amended by the Legislatures of 1885 and 1887. That of 1887, which is the present law, reading as follows, being Section 5 of Act No. 142:

> Sec. 5. All moneys heretofore received and all moneys hereafter received from the sale of swamp lands donated by the aforesaid act of Congress, after deducting the expenses of sales, shall be denominated a primary school fund, and the interest thereof, at five per centum per annum, shall be appropriated and distributed in like manner as the primary school fund of the state, and all moneys received on such sales as aforesaid, after deducting the expenses as aforesaid, shall be used and applied to the payment of the outstanding indebtedness of the state in the order in which the same shall fall due.

This act placed the swamp land fund upon nearly the same basis as the primary school fund by making the net proceeds of sales a fund upon which the State must pay interest to be used for educational purposes only, the difference being that the fund is not a perpetual fund fixed by the Constitution, but a statutory one and can be changed by the legislature.

The State has thus become a debtor to two funds:

First.—The Primary School Fund, derived from the sale of the sixteenth section in each township, upon which the State pays seven per cent interest annually, more commonly known as the Seven Per Cent Fund.

Second.—The Swamp Land Fund derived from the sale of swamp lands, upon which the State pays five per cent interest annually, more commonly known as the Five Per Cent Fund.

These funds have grown to large proportions, being on July 1, 1903, as follows:

The Primary School (7 per cent) Fund......	$4,193,642.40
The Swamp Land (5 per cent) Fund........	919,365.70

SPECIFIC TAXES.

The annual interest on these immense sums would be burdensome if assessed upon the property of the State as a direct tax; but those who laid broad and deep the foundations of our educational system did not allow their educational enthusiasm to cloud their business foresight. A section was incorporated in the Constitution of the State that not only takes care of the interest upon the trust funds but has added many millions of dollars to the amount distributed to the primary schools.

The Constitutional provision referred to is Section 1 of Article XIV and is as follows:

> All specific taxes except those received from the mining companies of the upper peninsula, shall be applied in paying the interest of the primary school, university and other educational funds, and the interest and principal of the state debt in the order herein recited, until the extinguishment of the state debt, other than the amounts due to educational funds, when such specific taxes shall be added to and constitute a part of the Primary School Interest Fund.

In January, 1881, the Supreme Court decided that the "State debt" was fully provided for in a sinking fund made up of unused accumulations of specific taxes, and decreed that "any excess, apart from what shall be annually required to meet the annual interest accruing on the debt, must be held applicable under the Constitution, so long as there is no failure in the fund for the payment of the principal to the Primary School Interest Fund, and ought to be assigned thereto."*

In accordance with this decision the surplus of the specific taxes, after paying the interest upon the various educational funds, has been added to the Primary School Interest Fund and distributed with it. This surplus has greatly increased the amount to be distributed each year. Of the $1,973,784.94 apportioned during the fiscal year ending June 30, 1903, but $397,814.53—about one-fifth—was interest on the Primary School Funds, the remaining four-fifths being "surplus."

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*45 Mich. p. 162.

RECENT CHANGES IN CONSTITUTION AFFECTING SCHOOL FUNDS.

In 1899 the legislature by joint resolution submitted a Constitutional amendment to the people which was ratified by them at the November election of 1900. This amendment gave to the legislature a power to assess certain corporations according to their cash value, instead of collecting a specific tax upon them. Under the authority thus given, the legislature by Act 173 of the Laws of 1901 provided that the following corporations should be assessed at cash value, and should pay upon such assessment the average rate of taxation assessed upon other property throughout the State: railroad companies, union station and depot companies, express companies, and all other corporations owning, leasing, running, or operating freight, stock, refrigerator, or other cars.

The railroads of the State, however, refused to pay the taxes so assessed, paying instead the specific tax as heretofore. By Section 13 of Act 173 above mentioned the Auditor General is empowered to seize and sell property upon which the State taxes are not paid. To prevent this the railroads secured an injunction restraining the Auditor General from making such seizure. The question of dissolving this injunction is now in the courts and bids fair to be a protracted legal battle. Railroads make the claims that they are discriminated against in the assessment, being assessed higher than other property throughout the State; also, that the rate of taxation used in estimating their taxes is not the average rate throughout the State; they also raise the point among several others that the amendment to the Constitution above referred to is in violation of the Federal Constitution.

In case the State wins this important suit there will be something over one million dollars to add to the balance of the Primary School Interest Fund for the fiscal year ending June 30, 1903, to be apportioned among the various school districts of the State, as the amendment above referred to provided that "All taxes hereafter levied on the property of such classes of corporations as are paying specific taxes under laws in force on November 6, A. D. 1900, shall be applied as provided for specific State taxes in Section 1 of this article." The "surplus" hereafter will not come from the specific tax fund but from the general fund.

DISBURSEMENTS.

It should be borne in mind that out of the above specific and railroad taxes the State pays first interest upon *all* its Trust Funds (educational funds), which are as follows:

	Amount of fund June 30, 1903.	Interest paid fiscal year 1903.
(1) Normal College Fund......	$68,229.79	$4,078.61
(2) Agricultural College Fund.	886,985.47	61,213.00
(3) University Fund, 7 per cent.	539,309.61	37,666.73
(4) Primary School Fund, 7 per cent.	4,193,642.40	354,447.91
(5) Swamp Land Fund; 5 per cent.	919,365.71	52,366.62

This interest is paid quarterly on all the trust funds, except the Primary School Fund, which interest is paid twice each year. After the interest upon all these funds has been paid, the remaining money is transferred to the Primary School Interest Fund.

We give below a carefully prepared statement of the receipts, with their various sources, together with the transfers, payments, and distributions of the Primary School Interest Fund for the fiscal year ending June 30, 1903. It will be seen in the study of this that the State credits two payments of taxes by railroads and that class of corporations, one a specific tax under the old law, the other an advalorem tax upon valuation under Act 173 of the Laws of 1901. This is because Act No. 173 changes the *time* of payment of taxes from July to March, so that a large portion of two years' taxes was paid during the fiscal year ending June, 1903.

It should be noted that the Primary School Interest Fund of 1903, large as it is, is but a small portion of the amount paid in the State for education. The reports in this Department show an expenditure of $8,777,252.37. To this should be added the cost of colleges, parochial, private, and technical schools. The vast sum thus expended is an enduring monument to the abiding faith in and love for the education of the rising generation.

PRIMARY SCHOOL INTEREST FUND RECEIPTS AND DISTRIBUTIONS FOR FISCAL YEAR ENDING JUNE 30, 1903.

The income of the State from which the interest is paid on educational funds is derived from specific taxes, from franchise fees, and from taxes collected under Act 173 of 1901. That part derived from specific taxes and from franchise fees, upon receipt into the State treasury, is credited to the specific tax fund. That part received from taxes under Act 173 of 1901 is credited to the general fund. From these funds the money is gotten, by transfer, into the various educational interest funds.

During the fiscal year, June 30, 1902 to June 30, 1903, the amount received from these sources and applicable to interest and credited to the specific tax fund was		$1,758,708.48
Made up as follows:		
From railroad companies	$1,101,913.25	
From insurance companies	354,568.67	
From express companies	764.46	
From telephone and telegraph companies	54,186.13	
From plank road companies	894.47	
From river improvement companies	576.78	
From canal companies	1,500.00	
From freight and car loaning companies	8.76	
From taxes on inheritances	164,489.33	
From franchise fees	79,806.63	
The amount received from taxes under act 173 of 1901, and credited to the general fund was		$1,692,527.36
Made up as follows:		
From railroad companies	$1,668,435.86	
From express companies	18,414.54	
From car loaning and fast freight lines, etc	5,676.96	
This makes a grand total applicable to the payment of interest on the educational funds of		$3,451,235.84
That portion received into the specific tax fund..	$1,758,708.48	

Was disbursed as follows:			
Interest on Normal School fund	$4,078.61		
Interest on Agricultural College fund	61,213.56		
Interest on University fund	37,666.73		
Interest on Primary School fund	301,954.40		
Interest on Primary School 5 per cent (swamp land)	44,782.11		
Amount transferred as surplus under the provisions of Sec. 1, Art. 14, State Constitution	1,307,901.20		
Amount refunded on account of erroneous payment	1,111.87		
The amount received into the general fund		$1,692,527.36	
Was disbursed as follows:			
Interest on Primary School fund	$43,493.51		
Interest on the Primary School 5 per cent (swamp land)	7,584.51		
Surplus transferred under the provisions of Act 173 of 1901	1,641,449.34		
Total			$3,451,235.84

The interest on the University, Normal School, and Agricultural College funds is credited to the University Interest, Normal School Interest, and Agricultural College Interest funds respectively at the end of each quarter. The interest on the Primary School and the Primary School Five Per Cent (swamp land) has heretofore been credited on April 30 and October 31, but owing to the fact that under Act 173 of 1901 the great bulk of the corporation taxes will be received in the early months Five Per Cent (swamp lands) has heertofore been credited on April 30 In making the credit of interest on these funds, the interest is figured on the balance in the fund at the time of making the credit. The surplus will also be transferred on these dates.

The receipts and disbursements of the various interest funds are given below.

Primary School Interest Fund.

Receipts:			
Balance on hand June 30, 1902		$368,720.31	
Interest on Primary School Fund:			
From specific tax fund	$301,954.51		
From general fund	43,493.51		
		345,447.91	
Interest on Primary School 5 per cent (swamp land):			
From specific tax fund	$44,782.11		
From general fund	7,584.51		
		52,366.62	
Surplus from specific tax fund	$1,307,901.20		
Surplus from general fund	1,641,449.34		
		2,949,350.54	
Interest received from purchasers of lands		6,061.39	
Amount received from trespassers		2,243.90	
Total			$3,724,190.67

Disbursements:		
Amount paid to counties apportioned by Superintendent of Public Instruction	$1,973,784.94	
Amount paid for appraisals	113.53	
Amount paid for advertising	82.63	
Total		$1,973,981.10
Balance on hand, June 30, 1903		$1,750,209.57

Agricultural College Interest Fund.

Receipts:		
Balance on hand, June 30, 1902	$29,765.77	
Interest on Agricultural College fund:		
From specific tax fund	61,213.56	
From interest received from purchasers of lands	3,461.56	
From amount received from trespassers	226.31	
		$94,667.20
Disbursements:		
Amount paid to Agricultural College	$94,573.90	
Amount paid for appraisals	58.47	
Amount paid for advertising	33.96	
Amount refunded	.87	
		94,667.20

University Interest Fund.

Receipts:		
Balance on hand, June 30, 1902	$10,154.82	
Interest on university fund	37,666.73	
Interest received from purchasers of lands	835.40	
Interest on university deposit fund (transfers from general fund)	50.00	
		$48,706.95
Disbursements:		
Paid to University of Michigan	$39,255.23	
Paid for appraisals	2.00	
Paid for advertising	1.40	
		39,258.63
Balance on hand, June 30, 1903		$9,448.32

Normal School Interest Fund.

Receipts:		
Interest on Normal School fund	$4,078.61	
Interest received from purchasers of lands	105.27	
		$4,183.88
Disbursements:		
Paid Michigan State Normal College		4,183.88

DISTRIBUTION OF PRIMARY MONEY.

The semi-annual apportionment of this large amount of money between the first and tenth days of May and November is by law made the work of the Department of Public Instruction. It involves a large amount of labor, as no money can be legally apportioned except under the following conditions:

First.—To such districts only as have had at least five months of school taught by qualified teachers during the preceding school year.

Second.—To each of such districts it is apportioned according to the number of pupils between the ages of five years and twenty years.

It is the duty of the director or secretary of the board of education or such other persons as the board of education may appoint, within fifteen days next preceding the first Monday in September in each year, to make the census of the district and make a list in writing of the names, ages, and residences of all the children between the ages of five and twenty years residing therein, and in cities and villages, the names of parents or guardians of such children, giving street and number of residences.

Children in almshouses, prisons or asylums, not otherwise residents of the district and not attending school, are not to be included in said census, nor are Indian children included unless they attend the school or their parents are liable to pay taxes therein.

A copy of the census list as above described must be made and sworn to by the person taking the census and returned with the annual report of the director to the clerk of the township board of school inspectors, the township clerk.

The township board of school inspectors verifies such lists received from the various school directors of the township and sends them with their annual report to the county commissioner of schools. The county commissioner of schools after verifying the reports forwards them to the Superintendent of Public Instruction.

It will be seen from the above that great care has been taken to prevent the Primary School Interest Fund from being apportioned among districts that do not show a proper interest in education. As it is the duty of the Superintendent of Public Instruction to see to it that every provision of the law has been complied with in each and every school district before apportioning money to such district, before any money can be apportioned to a district he must be assured of the following:

First.—That at least five months of school were taught in the district during the preceding year by a legally qualified teacher.

Second.—That the census list contains the names of no children who have not passed their fifth birthday, nor any who have passed their twentieth. (It often happens that a person is reported nineteen years of age in two successive years.)

Third.—That no names have been duplicated in fractional districts or in the wards of cities.

When the above have been determined with reference to the more than 730,000 children in the more than 7,000 districts of the State, the Superintendent of Public Instruction reports to the Auditor General the number of children in each county and township that can legally draw primary money. The Auditor General then determines the amount per capita and sends a statement of the amount due each county, together with a receipt for the same, to the county treasurer. The county treasurer signs the receipt and returns it to the Auditor General, who then draws his warrant upon the State Treasurer for the amount, receiving therefor a check upon the State treasury for each county, which he sends to the county treasurer. He also notifies the county clerk that the money has been sent. The county treasurer in turn distributes the money to the treasurers of the various townships and cities, upon the order of the clerks of the same. The Superintendent of Public Instruction sends out also to the various township clerks a statement of the amount due each district in the township, with coupons to send each director, so that there may be no error regarding the amount due each director.

There is sometimes a misunderstanding as to the year for which an apportionment is made. No apportionment can be made until about six months after the receipt of the school reports upon which it is based: e. g., the school inspectors' reports for the year 1903-04 will not reach the office of the Superintendent of Public Instruction until November in 1904. As the work of examining the reports will take several months, the November apportionment for 1904 will be based upon the reports of 1903, the first apportionment based upon the reports of 1904 being made in May, 1905.

The apportionments of the primary money since 1842 are given below. The amounts per capita previous to 1842 are not known. These amounts are for each fiscal year ending June 30. For the calendar year of 1903 the amount per capita is $3.10. Owing to deficiencies, forfeitures, and errors in census lists, and the explanation in the foregoing paragraph the aggregate of each year's apportionment does not equal the per capita multiplied by the number of children on the census lists.

DISTRIBUTION OF PRIMARY MONEY SINCE 1842.

For fiscal years ending June 30.

Year.	Per capita.	Census.	Total.	Year.	Per capita.	Census.	Total.
1842	$0 32	....	....	1873	$0 49	421,322	$196,176 80
1843	37	....	....	1874	50	436,694	219,036 06
1844	42	....	....	1875	50	449,181	217,398 06
1845	28	....	....	1876	50	459,808	223 969 00
1846	31	....	....	1877	46	469,444	211,035 56
1847	32	....	....	1878	50	476,806	234,477 00
1848	30	....	....	1879	48	486,993	227,563 70
1849	33	....	....	1880	40	506,221	226,954 60
1850	....	....	....	1881	1 06	518,294	533,340 49
1851	34	143,272	$55,897 44	1882	1 24	538,356	639,068 47
1852	40	....	....	1883	1 43	560,730	764,510 96
1853	36	160,595	71,398 35	1884	1 30	577,063	730,9[illegible]3 08
1854	45	....	....	1885	1 24	595,752	1,127,706 27
1855	48	173,421	83,242 08	1886	1 36	603,767	713,709 76
1856	53	187,397	99,938 76	1887	1 16	619,979	656,619 10
1857	53	202,054	107,092 99	1888	1 15	629,923	816,343 79
1858	50	214,658	107,329 00	1889	1 39	640,069	922,449 83
1859	....	237,541	105,706 07	1890	1 30	654,502	848 726 76
1860	....	246,802	108,823 62	1891	1 42	666,391	914,785 60
1861	42	252,533	103 457 30	1892	1 43	674,279	1,009,0[illegible] 40
1862	50	261,323	126,464 16	1893	1 61	677,676	989,93[illegible] 57
1863	50	273,620	130,978 50	1894	1 53	696,234	1,021,001 [illegible]7
1864	50	280,772	136,362 00	1895	1 29	699,828	1,000,772 0[illegible]
1865	48	298,607	134,557 92	1896	1 23	700,069	858,824 13
1866	46	321,136	136,550 00	1897	1 31	701,244	1,004,653 26
1867	45	338,244	143,787 59	1898	1 40	703,730	1,048,354 50
1868	45	354,753	151,630 50	1899	1 50	713,690	1,082,871 50
1869	47	374,774	165,395 12	1900	1 50	721,698	1,531,857 45
1870	48	384,554	179,348 74	1901	2 05	730,101	1,729,429 60
1871	49	393,275	186,485 24	1902	2 52	738,182	1,909,495 44
1872	48	404,235	187,862 64	1903	2 70	744,603	1,973,794 94
					$49 93		$28,106,409 22

SUMMARY OF EDUCATIONAL (TRUST) FUNDS.

The amounts to the credit of these funds, July 1, 1903.

Primary School Fund (seven per cent)	$4,193,642.40
Due from purchasers	73,377.45
Total amount of fund available for interest	$4,267,019.85
Lands unsold Sept. 30, 1903, 46,975.33 a.	
Swamp Land Fund (five per cent)	$919,365.70
Due from purchasers	15,466.82
Total amount of funds available for interest	$934,832.52
Lands unsold Sept. 30, 1903, 35,625.60 a.	
University Fund (seven per cent)	$539,309.61
Due from purchasers	10,083.54
Total available for interest	$549,393.15
No lands unsold.	
Agricultural Fund (seven per cent)	$886,985.47
Due from purchasers	39,407.20
Total amount available for interest	$926,392.67
Lands unsold Sept. 30, 1903, 56,203.20 a.	
The Normal School Fund (six per cent)	$68,299.79
Due from purchasers	1,066.25
Total amount available for interest	$69,366.04
No lands unsold.	

STATE NORMAL SCHOOL SYSTEM.

The State Normal College at Ypsilanti, the Central State Normal School at Mt. Pleasant, and the Northern State Normal School at Marquette, at present constitute the normal school system of the State.

Each normal school is authorized by separate legislative enactment. Act 194 of 1889 is the revised law incorporating the State Board of Education and defining its powers and duties, and also defines the organization of what is now the State Normal College. Act 261 of 1895 established the Central Normal School at Mt. Pleasant and Act 52 of 1899 authorized the Northern State Normal School at Marquette. Act 156 of 1903 authorizes the Western State Normal School, which will be located at Kalamazoo. Act 175 of 1897 was an act establishing uniformity and reciprocity in the courses of study of the normal schools and specifying the courses of study that should be pursued and the certificates and diplomas that should be granted. This law was so conflicting in certain particulars that it was thought advisable to pass a new act authorizing the State Board of Education to prescribe courses of study and issue licenses and certificates, grant diplomas and degrees in connection with the several normal schools of the State. This was done by Act 202 of

1903. This act has the effect of repealing Sections 1817, 1818, 1832, and 1833 of the Compiled Laws, said sections being those which originally provided the courses of study, diplomas, certificates, and degrees that might be granted.

The State Board of Education is the legal body which controls the State normal schools. The immediate supervision of the work in the State Normal College is vested in a President and in the several heads of special departments. The State normal schools proper are immediately supervised by a principal and the heads of the several special departments.

In 1901 the State Board of Education organized what is known as the Normal Executive Council, of which the President of the State Normal College is chairman, and the several principals are members. The function of this council is to advise the State Board of Education in regard to courses of study, the employment of instructors, and the particular needs of each institution, thus sharing with the State Board of Education the great burden of caring for the interests of our normal school system.

It will be seen that the Normal Executive Council is intended to be a large factor in determining the character of our normal schools and in adjusting the courses of study to the needs of students, and in maintaining uniformity and reciprocity between the several schools.

During the current year about twelve hundred students are in attendance at the State Normal College, seven hundred and fifty students in the Central Normal School, and about two hundred and fifty in the Northern Normal School, and from the several institutions about five hundred young people will be graduated at the end of the school year. The intellectual, social, and moral condition of the several institutions is very gratifying.

Pursuant to said Act 202 of 1903, above mentioned, the State Board of Education has passed the following resolutions, governing and specifying the courses of study, diplomas, certificates, and degrees that may be granted from the State Normal College and the State normal schools:

I.

Resolved, by the State Board of Education, That substantial uniformity and reciprocity in the courses of study of the State Normal College and the State normal schools now existing and which may hereafter be established in the State shall be maintained, so that the transfer of students from one school to another shall not lead to loss of standing for similar courses; and that the said Board of Education shall, upon the completion by any student of any specified course of study in any of the above named institutions, and upon the recommendation of the president or principal and a majority of the heads of departments thereof, grant to such student a certificate containing a list of studies included in said course, and said course shall be uniform in all the above named institutions, which certificate shall be signed by the said board and president or principal and shall entitle the holder to teach in any of the schools of the State for which said course has been provided, as follows:

First.—Upon the completion by any student of a course of study containing such academic and professional branches of instruction as the State Board of Education may deem necessary for successful teaching in the rural schools of the State, said Board shall, upon recommendation as aforesaid, issue a certificate known as the rural school certificate, valid for three years, authorizing the holder to teach in any district of this State employing not to exceed two teachers: Provided, That the said rural school certificate may be once renewed for a like period upon satisfactory evidence to the granting power of successful experience in teaching.

Second.—Upon the completion of one year of 42 weeks of professional study beyond graduation from the high school department of a twelve years' public school system, said professional course containing such subjects as the State Board of Education shall prescribe, said Board shall, upon recommendation as aforesaid, grant a certificate known as the graded school certificate, valid throughout the State for three years in grades below the tenth year of school. This certificate is renewable once only for a period of three years upon satisfactory evidence to the granting power of successful experience in teaching.

Third.—Upon the completion of a two years' professional course of study beyond graduation from the high school department of a twelve years' public school system, said professional course containing such subjects as the State Board of Education shall prescribe, said Board shall, upon recommendation as aforesaid, grant a diploma and a certificate, valid for five years in any public school of the State: Provided, That said certificate may be exchanged for a life certificate at any time, if the holder thereof shall file with the State Board of Education evidence that said person has taught successfully for at least two years. Said certificate when issued shall be valid for life in any of the public schools of the State.

II.

In addition to the foregoing courses, which are provided for all the normal schools of the State, the State Board of Education hereby provides for advanced courses of study in the Michigan State Normal College, and upon the completion of any of said advanced courses by any student, said Board shall grant diplomas, certificates, and degrees as follows:

First.—Upon the completion by any student of an advanced professional course of study in the State Normal College of one year beyond the life certificate course, said course to include such branches of study and training as the State Board of Education shall prescribe, the said Board of Education shall, upon the recommendation of the president and a majority of the heads of departments, issue to such student a diploma and a life certificate, valid in all the public schools of the State, and confer upon him the degree of bachelor of pedagogics. In the application of this ruling, persons holding the A. B. degree from reputable colleges shall be deemed equal to those holding life certificates from the State Normal College, or any of the State normal schools.

Second.—Upon the completion by any student of a one-year professional course beyond that required for the degree of bachelor of pedagogics, as outlined above, said course containing such branches of study as the State Board of Education shall prescribe, the said State Board of Education shall, on recommendation of the president and a majority of the heads of departments, issue to such student a diploma and confer upon him the degree of bachelor of arts.

III.

Resolved by the State Board of Education, That the uniform rural school course of study used in the various normal schools of Michigan shall consist of the following studies, as herein specified:

English Grammar, Composition and Literature for the Grades	36	weeks
History of the United States (with methods)	24	"
Reading and Orthoepy (with methods of teaching primary reading)	24	"
Geography (with methods)	24	"
Arithmetic (with methods)	24	"
Elementary Algebra	24	"
General History	24	"
Elementary Physics	24	"
Observation and Teaching in Training School	24	"
Botany	12	"
Elementary Agriculture	12	"
Civil Government	12	"
School Management	12	"
Psychology	12	"
Physiology	12	"
Music	12	"
Drawing	12	"
Penmanship	12	"
Physical Training (without credit)	36	"

NOTES.

1. Teachers of experience in rural school work may receive credit on the above course in accordance with such experience.
2. Pupils who have taken any of the above subjects in high schools may receive credit for the subjects so taken.
3. The course (without credits) will require two years and one term (seven terms of 12 weeks each); or two years and two summer terms (summer terms six weeks each). The greatest amount of credit possible will reduce it to one year,—that is, three terms of 12 weeks each.
4. Persons completing the course will receive a certificate valid for three years anywhere in the State in schools employing not more than two teachers. This certificate is renewable once for three years.
5. The normal schools desire to help those who need to prepare for second and third grade certificates. Classes in the necessary subjects are in progress every quarter.
6. Students wishing manual training will be allowed to take it in place of some one of the prescribed subjects, under direction of the president or principal of the school.

IV.

Resolved by the State Board of Education, That the uniform course of study required in the normal schools of Michigan for a graded school certificate shall consist of the following subjects as herein specified:

Psychology	24	weeks
General Method	12	"
Teachers' Courses—required	48	"
Teachers' Courses—elective	36	"
Two electives	24	"
Observation and Teaching	24	"
Physical Training (without credit)	36	"

Under some circumstances another elective may be taken in place of twelve weeks of teaching.

V.

Resolved by the State Board of Education, That the uniform course for probationary certificates arranged for the normal schools of Michigan shall consist of the following subjects, as herein specified:

Psychology	24	weeks
General Method	12	"
History of Education	12	"
Teachers' Courses	96	"
Observation and Teaching	24	"
Electives	120	"
Physical Training (without credit)	48	"

NOTES.

1. Holders of limited certificates will not be allowed credit for the two electives taken in the one year professional course, but must complete 36 weeks of work to secure the life certificate.
2. Specializing students take but six teachers' courses.

VI.

Resolved by the State Board of Education, That the three year course of study provided for the Michigan State Normal College, as requisite for the degree of bachelor of pedagogics, consist of the following subjects, as herein specified:

Psychology	24	weeks
General Method	12	"
History of Education	12	"
Teachers' Courses	96	"
Observation and Teaching	24	"
Electives	264	"
Physical Training (without credit)	48	"

Resolved by the State Board of Education, That the four years' course of study leading to the degree of bachelor of arts in the Michigan State Normal College shall consist of all the courses heretofore specified for the degree of bachelor of pedagogics, and 144 weeks of electives from college subjects, selected by the heads of departments from their various courses as laid down in the Year Book of the College.

COUNTY NORMAL TRAINING CLASSES.

The Legislature of 1903 enacted a law permitting the establishment of County Training Classes for teachers of rural schools. Under this law when the people of a school district in any county and the board of supervisors in any county have voted in favor of establishing such a class, the Superintendent of Public Instruction is given power to authorize their establishment.

The plan is, that the class shall be a department of the school, and yet separate and distinct, having its own teachers and pursuing its own policy, under the direction of the County Normal Board.

In order that the work might be uniform in the several counties and that the general conditions under which the classes were conducted might be the same, the State Superintendent issued a bulletin giving the general rules and regulations as follows:

1. The district applying for permission to organize such classes in connection with their schools must by a majority vote favor the proposition.
2. The board of supervisors must vote favorably upon the proposition.
3. The board of education, on behalf of the district, must agree:
   (a) To furnish teachers who are satisfactory to the County Normal Board.
   (b) To provide suitable assembly or recitation rooms with heating and necessary equipment and supplies.
   (c) To maintain the classes for at least thirty-two weeks in each year.
   (d) To certify when application is filed that there are at least ten persons ready to enter the class when organized.
   (e) To observe the rules of the State Accountant, under the statutes, in making out and presenting vouchers for money received from the State.
   (f) If the teachers are to be paid monthly, that the district will advance the money until the semi-annual reimbursement by the State and county.
   (g) To report annually such information in regard to the classes as the Superintendent of Public Instruction may require.

ORGANIZATION.

Under the law the County Normal Board is authorized to make rules and regulations, adopt courses of study, and provide such other arrangements as are necessary for the management of the county training classes. Inasmuch as the Superintendent of Public Instruction is a member of all these boards, and as the certificates may be transferred from one county to another, it is highly advisable that courses of study and general regulations shall be as nearly uniform as possible in all the counties. The following general plan, rules and regulations are submitted as a basis for the work of all training classes. These may be considered as tentative and may be modified if necessary to meet the conditions in any particular county:

1. The County Normal Board, consisting of the Superintendent of Public Instruction, county commissioner of schools, and superintendent of local schools, by the provisions of the law, has general supervision over all classes.
2. The superintendent of the school where the training class is established shall have immediate supervision over the work, and may teach if the County Normal Board deems best. The county commissioner of schools shall co-operate with the superintendent for the best interests of the class.
3. The school year is divided into two semesters of at least four months each.
4. New classes shall be organized only at the beginning of the year, but applicants may be admitted at the beginning of the second semester.
5. At least four periods each day must be occupied with instruction on the subjects prescribed in the course of study.
6. Adequate time should be given to practice teaching and to the observation of actual school work in rural schools and in the grades of graded schools.

QUALIFICATIONS FOR ADMISSION TO COUNTY NORMAL TRAINING CLASSES.

1. All applicants for admission must be at least seventeen years of age at the time of entrance.
2. They must subscribe to the following declaration: I hereby declare that my object in asking admission to the training class is to prepare myself for teaching, and it is my purpose to engage in teaching in the rural schools, or the lower grades of the graded schools of this State at the completion of such preparation. I pledge myself to remain in the class during the year unless prevented by sickness or excused by the County Normal Board.
3. All applicants must possess a good moral character.
4. Academic qualifications to enter training classes:

ONE YEAR COURSE.

(a) Any person who is a graduate of a graded school having at least a course of ten grades in its curriculum.
(b) Any person who is a holder of at least a second grade certificate, or is able to pass a second grade examination.
(c) Any person who has had two years of successful experience in teaching in the public schools.

TWO YEAR COURSE.

(a) Any person who has completed the one year course.
(b) Graduates of high schools having a four year course.
(c) Persons who hold first grade certificates, or are able to pass a first grade examination.

NOTE.—Graduates of high schools having a four year course and having had at least seven months of experience in teaching may be given credits for certain work, thus shortening the period of required attendance, provided, that arrangements for credits shall be made with the County Normal Board previous to entrance to the class.

RULES AND REGULATIONS.

1. No person will be granted permission to enter the class later than the second Monday after its organization for each semester.
2. Each person entering the class shall file with the superintendent of schools his credentials, showing that he is eligible.
3. No person other than a member of the class shall recite with the class, except by permission of the County Normal Board.
4. The superintendent of schools shall see that a register of daily attendance is properly kept, and he may use such method of recording the work of the students as he deems best. It is desirable to keep an accurate and permanent record of each student.
5. Three year certificates will be granted only on the completion of a full year's work.
6. Five year certificates will be granted only upon completion of two years' work.
7. Membership in a class will be limited to two years.
8. Qualifications for admission in special cases in any particular county may be fixed by the County Normal Board.
9. The County Normal Board shall fix the minimum requirements for practice teaching and observation.
10. Prior to the issuance of a certificate to any person the superintendent of schools must certify to the other members of the County Normal Board that such person has diligently pursued and completed the prescribed course of study, and has shown sufficient skill in teaching to warrant his receiving such certificate, and that he is worthy to be employed in the schools of the State.

COURSES OF STUDY.

ONE YEAR COURSE.

FIRST SEMESTER.

Psychology and Principles of Education, or Pedagogy.
Teachers' Algebra.
Drawing, Elementary Manual Training, Elementary Agriculture.
Reviews:
Arithmetic with Simple Bookkeeping.
U. S. History—Civics and School Law.

SECOND SEMESTER.

School Management.
Teachers' General History.
Music, Primary Methods, Elementary Agriculture.
Reviews:
English—Geography.
Reading—Physiology.
Practice Teaching and Observation.

NOTE.—Alternate Elementary Agriculture with Drawing and Music through entire course.

TWO YEAR COURSE.

NOTE.—First year same as one year course.

SECOND YEAR—FIRST SEMESTER.

Advanced Psychology and Psychology Applied.
English Literature—Methods in Teaching Reading and Classics.
Rhetoric, Advanced.
Physics, or Physical Geography.
Geometry.

SECOND SEMESTER.

History of Education.
American Literature—Rhetoric as applied to Reading and Literature.
Botany.
Chemistry, or Manual Training.
Geometry.
Practice Teaching and Observation.
Elementary Agriculture, or Domestic Science two days each week in place of Psychology and History of Education.

REMARKS.

(a) The common branches are not to be treated as academic, but from the teachers' standpoint; i. e., principles, purpose, methods.

(b) Special attention is to be given to pedagogy and school management, primary methods, drawing, hand work, and agriculture.

(c) That the study of methods may not be merely theoretical, all members of the class should be trained to observe critically and interpret intelligently the principles of teaching, both by observation in the regular grades of the school and by actual teaching. The several members may be required to present certain lessons to the teachers' class under the eye of the regular instructor as critic, etc. This work must not displace the regulor subjects in the course.

Pupils may be brought before the class and be taught by the different members, and the members of the class may be used as supply teachers in the regular grades.

SPECIAL TEXTS RECOMMENDED.

- Psychology:
  - White.
  - Baldwin.
  - Gordy.
  - James.
  - Halleck's Psychic Studies.
- Methods:
  - White—The Art of Teaching.
  - Roark.
  - Raub.
  - Arnold's Waymarks.
  - McLelland.
- School Management:
  - White.
  - Tompkins.
  - Baldwin.
- Pedagogy:
  - White.
- History of Education:
  - Davidson.
  - Painter.
  - Williams.
- Agriculture:
  - James' Practical Agriculture.
  - Rural School Agriculture (Minn.).
  - Bailey's Principles of Agriculture.

In pursuance of the statute hereinbefore mentioned, ten counties—Arenac, Antrim, Charlevoix, Clinton, Gratiot, Kalkaska, Oakland, Osceola, St. Clair, and Wexford—presented proper credentials to the State Superintendent, and permission was given for the establishment of classes in these counties.

Classes were organized in the following eight counties, at the places mentioned:

Arenac	Standish.
Antrim	Mancelona.
Charlevoix	Charlevoix.
Clinton	St. Johns.
Gratiot	Ithaca.
Kalkaska	Kalkaska.
St. Clair	Port Huron.
Wexford	Cadillac.

In order that the law might be followed none of the classes could begin their work at the opening of the school year, as the board of supervisors meet in October.

These classes began the work about the first of November, and the State Superintendent submitted, in circular form, the following supplementary regulations in regard to the hiring of teachers and the payment of the same:

(CIRCULAR NO. 1.)

To the Secretary and Treasurer
of Board of Education,
Gentlemen:—

1. Two teachers must be employed to entitle your district to full reimbursement by the State. There can be no fractional parts of the sum paid.

If one teacher is employed, your district is entitled to $500 annually.

2. Four full hours per day, eighty hours per month of four weeks, and thirty-two weeks per year is reckoned as a teacher.

3. When one regular teacher is employed, his work must amount to the terms of No. 2. In order to properly handle the work of the required course, additional teachers will be needed. When the extra work is divided among regular teachers in your faculty the sum of the time taught by them must equal the terms of No. 2.

4. At the end of each four weeks, your board will pay these teachers and take triplicate receipts from *two teachers* on form No. 2678. You will keep one receipt from each and send the other two to the Department. On said form, in lines 1, 2, and 3 the teacher will receipt for the *full monthly salary* paid by the treasurer of your board.

5. When teachers from your regular faculty assist in the teaching, the *second of the two teachers* mentioned in No. 4 above will divide the amount of his voucher among such teachers in the ratio of their several regular salaries. Then each of said teachers, including said "second," will fill out, in duplicate, receipts on extra form No. 42. You will keep one for each teacher, and send the others to the Department with sub-vouchers No. 2678 for Auditor General.

6. At the end of the half year the State Superintendent will certify to the Auditor General the amount to be sent by the State Treasurer to the district.

The eight schools above mentioned have been pursuing a one year course, and have been employing in the aggregate two extra teachers. The work has been very satisfactorily performed.

Ninety-six students have been in attendance at these classes, making an average of twelve for each county. This is quite satisfactory for the first year. In every county there are abundant signs of an increased attendance for the second year.

The purpose that is kept constantly before the instructors of these classes is that these young people shall receive suitable instruction and training to enable them to successfully teach and govern a school, basing their work upon well known fundamental principles of education. The character of the instruction is:

First.—Academic.

Second.—Professional.

Third.—Actual Practice in Teaching.

It is true that the year's work has been largely experimental, as the field is entirely new in this State and we might say, in this country, as but two other states have ever attempted anything along this line. From the present outlook I am highly gratified with the success of the work, and I feel confident Michigan has taken a long step towards the improvement of the rural schools.

In connection with the regulations given as compiled from our bulletins, the State Superintendent, with the several county normal boards, has recommended that in each case the teacher be hired under special contract, and in cases where teachers from the regular faculty were called upon to do the work, that a separate contract from the one which they were employed under in the public school should be executed.

We have also insisted that the board of education should provide a suitable pedagogical library for the use of these special students. In some of the classes the conditions this year have not been entirely satisfactory, but we are assured that they will be corrected during the ensuing year so that nothing shall be permitted to interfere with the success and harmony and development of the work.

SUGGESTIONS FOR THE SCHOOL YEAR 1904-1905.

First.—This year's experience has clearly demonstrated that the law should be amended, especially under Section 5, by providing that the reimbursement of the district from the State shall be made at the end of the school year on or before June 30th. This will avoid the trouble of the semi-annual settlements.

Second.—Great care must be exercised in the employment of teachers, and only such as are thoroughly familiar with rural school conditions and the needs of rural schools should be employed.

Third.—It will not be advisable in the majority of the counties to attempt to conduct more than one course of study, which will be what is called the ONE YEAR COURSE, with some additions.

Fourth.—In all cases the board of education must make special contracts with the teachers before the opening of the school year so that there shall be no question as to the distribution of the work.

Fifth.—We must adhere rigidly to the specific qualifications for admission to these classes, and must insist that no one shall be graduated therefrom and granted a certificate who has not demonstrated capacity and fitness to teach.

Sixth.—Special instruction in elementary agriculture, drawing and music must be given, as the people of the State are demanding that these subjects shall be treated more carefully in the rural schools.

Seventh.—That at least twice during the school year the students shall be required to visit rural schools and observe the conditions, needs, and limitations of the work.

Eighth.—It must be thoroughly understood that the county training school is for the benefit of the rural schools, and that it will not be proper for the superintendent to recommend for employment in city schools any graduate from such class. Such a course would cause distrust among the people of the county as to the purpose of the school and ultimately result in adverse legislation. In fact, it is my opinion that such a course would be a violation of the spirit of the present law.

EVOLUTION OF TEACHERS' INSTITUTES.

It might not be out of place to give a short history of teachers' institutes in Michigan. The following extracts give in a brief way the progress of educational thought along the line of teachers' institutes:

Report of U. S. Commissioner of Education, Vol. 17, page 402.

First Teachers' Institute in United States held in Hartford, Conn., October 9, 1839, by Hon. Henry Barnard, Secretary of Board of Education of Connecticut. New York held its first in 1843, lasting two weeks. Michigan Reports, Vol. 3, page 34.

In his report of 1845 Superintendent Mayhew first makes mention of teachers' institutes and suggests legislative provision in the following: "Would it not be well to encourage their establishment in this State by legislative provision? I entertain the opinion that if the State has $25,000 to appropriate annually to the promotion of common school education it would be productive of greater good to apply one or two thousand dollars of even five thousand dollars to assist in defraying the necessary expense of maintaining teachers' institutes in the different counties and the residue to the support of schools, than to apply the whole to the payment of unqualified teachers, or even to those of ordinary attainments." This is the first suggestion made of teachers' institutes. Mr. Mayhew had previously been investigating those in New York and to him is due the credit of instituting the same and of making the first suggestion of same.

First Teachers' Association held in Lenawee county, September 29, 1845.

In report of 1846 Superintendent Mayhew says that one teachers' institue was held in Jackson, October, 1846, which was the first held in Michigan. Vol. 3, page 3, report of 1846. Under direction of Jackson County Teachers' Association and not under direction of State.

In 1847 Mr. Mayhew states that about a dozen institutes were held. Vol. 36, Michigan Reports, page 273.

In October, 1852, an inspiring institute was held at Lansing under the auspices of the State Board of Education (three weeks in length), which was the immediate cause for awakening an interest in the institutes so that some provisions were made for same by the Legislature of 1855. Vol. 36, page 273, and Vol. 7, page 13.

In 1855 the Legislature passed an act to provide for holding teachers' institutes and the Superintendent of Public Instruction was authorized to draw from the State Treasury not to exceed $1,800.00 for their support. Each institute was not to be less than ten days.

Since that time teachers' institutes have been held under State authority.

In his report of 1855-56 Superintendent Mayhew tells something of how institutes were conducted and says that "during the evenings of several sessions addresses upon education and lectures of a popular character were delivered before the institute."

In 1861 the law was amended so as to reduce the time of each institute to five days and the limit of aid for each to $100.00. But in 1877 this law was amended so that a large share of the support was obtained from fees collected from applicants for certificates; one dollar from each male and fifty cents from each female. The Superintendent was also authorized to draw not to exceed $60.00 for each institute of five days' duration where the local fund proved insufficient. The limit of aid from the State Treasury was placed at $1,800.00 plus $400.00 for a State institute.

In 1878 the first manual of institute work was issued by State Superintendent Gower.

Report of Conference on Class Plan of Institute Work. Conference held May 10-11, 1895. Michigan Reports, Vol. 44, page 461.

This was a meeting of institute workers called to discuss plans for making the institutes more profitable. It resulted in infusing much more enthusiasm into institutes and institute workers and brought about the so-called "inspiration institutes."

This conference also discussed class plans for institute work and recommended among other things that the institute worker be sure to prepare a program for real work and carefully follow the same. In 1899 the Legislature increased the amount of funds which the State Superintendent might draw from the State Treasury to $3,000.00.

At the present time most of the winter institutes are short, being from one to five days in length, while the summer months are reserved for those from two to four weeks long. The entire arrangement of the institutes and the appointment of the workers, conductors, etc., is under control of the Superintendent of Public Instruction.

Michigan Reports, Vol. 40, page 128.

T. L. Evans, of Eaton Rapids, in speaking of the object of teachers' institutes at an institute held in 1890 said: "The great function of teachers' institutes is to teach the teacher the true definition of teaching."

Again: "We must depend upon the Michigan teachers' institute to disseminate methods and principles of education, to make teachers profoundly loyal to their cause, and to uplift public sentiment in favor of thoroughly trained and competent teachers."

Vol. 40, page 133.

E. F. Law:

"The institute is a school for the training of teachers."

"Its first object should be to give professional training."

INSTITUTE OUTLINE.

In 1898 this Department prepared and published an outline for the work of the institutes of the State.

This outline was the first of its kind ever published in this country, and its use has resulted in increasing the efficiency of teachers' institutes by making the work more searching and systematic. Revised editions have been prepared during the years 1900, 1901, and 1902. For the year 1904 an entirely new plan will be followed in the preparation of the outline and we hope for still better results than have yet been attained.

INSTITUTES OF 1903.

From the foregoing extracts it will be seen that the idea of teachers' institutes has been constantly in the minds of our leading educators, and there is really but one purpose of the teachers' institute and that is for professional training.

During the year 1903 one hundred and fifteen teachers' institutes have been held in the State. I am pleased to say that the character of the work done has in general been worthy of the cause. The persons employed as institute instructors have entered into the spirit of the work, and no one can measure the influence that has been exerted for good.

When we consider that of the sixteen thousand teachers employed in the State, less than five per cent. have had special training to fit them for their great and important work, it needs no demonstration to show that the teachers' institute has an important place in our school economy.

Of the one hundred and fifteen teachers' institutes, thirty-six covered a period of five days or more, the majority of them being eight-day institutes. The remaining seventy-nine institutes have been of from one to three days' duration, and I desire to repeat what was said in a former report, that the teachers' institute is a normal school for the great body of our young teachers, and the only means whereby they secure any professional instruction.

In view of this fact I want to say that in my judgment it is unwise to use the institute fund year after year for short term institutes. The average young person who expects to teach possesses sufficient enthusiasm, and it is not "inspiration" he needs, but

"PROFESSIONAL INFORMATION."

It is almost a crime to permit persons who have not had any special training for the work of teaching to enter the schoolroom and attempt to instruct children. It is absolutely impossible for us to secure proper results so long as this practice is permitted. While there are exceptions, still the procedure often results in the blind attempting to lead the blind, to the great detriment of our rising generation.

While we should not expend the institute funds simply for the

BENEFIT OF BEGINNERS,

we can easily provide an occasional meeting for experienced teachers and those who have had some special training. Such meetings should be in the line of general lectures, but we must not neglect those who under the present system do not and can not at an inspiration institute receive such help as the teachers' institute ought to afford.

In some of our counties the records show that all the institutes that have been held for the past ten years have been those of not to exceed three days' duration. This I consider an error in judgment on the part of the county commissioner of schools, whose duty it is to advise with the State Superintendent as to the needs of his county. It is my opinion that the State Superintendent should, in such cases, insist on a change of plan.

I would therefore again recommend to our commissioners, that they give the matter of teachers' institutes their most earnest and careful attention, remembering that we must secure the greatest good to the greatest number.

THE TRAVELING INSTITUTE.

A new feature of our institute work is what we call the "Traveling Institute." For this a lecturer is appointed who goes into a county and spends a week with the commissioner of schools. During the day they visit schools and patrons and in the evening the teachers and patrons meet for a lecture on some proper school subject.

These have been tried in several counties and the reports show that they are productive of great good. Such institutes result in drawing the home and the school closer together and in cultivating a proper appreciation of our schools. Our schools do not suffer for want of financial support as much as for a proper appreciation of their requirements and their possibilities.

I believe there should be frequent meetings of patrons and teachers and I commend the traveling institute for this purpose.

STATE CERTIFICATES.

The State Board of Education is authorized to grant State life certificates, in accordance with section 1826 of the Compiled Laws, which is in part as follows:

> "The State Board of Education shall hold at least two meetings each year, at which they shall examine teachers and shall grant certificates to such as have taught in the schools of the State at least two years, and who shall upon a thorough and critical examination in every study required for such certificate, be found to possess eminent scholarship, ability, and good moral character. Such certificate shall be signed by the members of said board and be impressed with its seal and shall entitle the holder to teach in any of the public schools of the State without further examination, and shall be valid for life unless revoked by said board. No certificate shall be granted except upon the examination herein prescribed."

The Board by resolution has fixed the time for these examinations on the last full week in March and the second week in August of each year at the following places:

Lansing—Office of Superintendent of Public Instruction.

Marquette—Northern Normal School.

The following regulations governing these examinations have been formulated by the State Board:

1. Written testimonials from responsible persons as to the moral character of the applicant.
2. Testimonials from present or former employers as to success in teaching.
3. A statement of the length of time taught by the applicant.
4. That he pass a satisfactory examination in orthography, reading, penmanship, arithmetic, algebra, geometry, grammar, geography, United States history, general history, civil government, theory and art of teaching, physics, physiology and hygiene, botany, zoology, geology, chemistry,

rhetoric, general literature, and the school law of Michigan: Provided, That Latin or German may be substituted for zoology, geology, or chemistry. In order to meet the requirements in Latin, candidates should be able to translate selections from Cæsar or Nepos. In German the candidate should be able to read at sight such prose as *Immensee, Hœher als die Kirche, Das Kalte Herz,* and *Burg Neideck.*

Testimonials will be kept on file at the office of the Board of Education, but will be returned, on request, to such as fail to receive certificates; and *copies* of the original testimonials will be furnished to those who receive certificates, when they so request.

Applicants are permitted to commence their work at one examination and complete it at the *next,* provided they *pass at the first examination at least one-half the subjects in which they are to be examined.* Three trials will not be permitted. The minimum standing in any branch is seventy-five per cent., with an *average* for all branches of eighty-five per cent.

All communications should be addressed to the Secretary of the State Board of Education.

INDORSEMENT OF CERTIFICATES GRANTED IN OTHER STATES.

Section 1826 of the Compiled Laws contains the following provisions:

> "Provided, That the said State Board of Education may, in its discretion, indorse State teachers' certificates or normal school diplomas granted in other states, if it be shown to the satisfaction of such Board that the examinations required or courses of study pursued are fully equal to the requirements of this State."

In pursuance of this provision of law, the State Board of Education has defined State certificates and normal school diplomas as understood from the interpretation of the law of Michigan to be (a) a State certificate granted upon examination and (b) a normal school diploma which operates as a life certificate and in each case qualifies the holder thereof to teach for life in any of the states where granted.

A normal school diploma, within the meaning of this law, is a diploma granted upon at least a full four years' course of study in the State normal school, such diploma either operating as a life certificate in the state where granted or accompanied by a certificate proper which qualifies the holder thereof to teach in any of the public schools in the state.

Persons holding either form of certificate above mentioned and desiring to teach in this State must, if they desire recognition by the State Board of Education, present formal application for indorsement upon blanks furnished by the Secretary of the State Board, accompanied by testimonials showing the experience and success of the applicant, also the diploma or certificate which is to be recognized. The application will then receive due consideration by the State Board of Education.

RECOGNITION OF MICHIGAN CERTIFICATES IN OTHER STATES.

The State Superintendent recently sent a circular letter to the Superintendents of Public Instruction of the several states in the United States, giving a statement of the certificates granted in Michigan and their force in the State, and requesting that each Superintendent make out and return a similar statement from that state. Replies have not been received from all of the states, but I give below the result of the correspondence on this subject.

The following states will recognize both State certificates and normal school diplomas which operate as life certificates in Michigan:

Arizona,
Kansas,
Indiana,
New York,
New Jersey,
Pennsylvania,
Wisconsin,
Rhode Island,
Virginia.

The following states recognize only normal school diplomas which operate as life certificates:

Delaware,
California,
North Dakota,
Nebraska.
Vermont,

Nebraska, however, demands a certain amount of teaching in that state before indorsement.

Idaho and Oregon recognize only State certificates granted on examination.

Washington, Utah, and Montana will recognize either normal school diplomas or life certificates, after applicant has taught a certain length of time in the state.

Minnesota will recognize Michigan normal school diplomas, University diplomas accompanied by teachers' certificates, also diplomas and certificates from the following colleges:

Albion,
Hillsdale,
Olivet.

The State Superintendent believes in a proper comity between states, and has been pleased to act with the State Board of Education on certificates and diplomas granted in other states which could be recognized under our law.

SCHOOL GROUNDS AND BUILDINGS.

During the latter part of the year 1903, the State Superintendent of Public Instruction entered into correspondence with Perry Mason Company, of Boston, Massachusetts, in regard to an offer of prizes which they had made to other states for school districts that would make the best showing in beautifying the school grounds. As a result of this correspondence a similar arrangement has been made for the schools of Michigan. The following is the offer which the Company makes:

"THE YOUTH'S COMPANION wishes during the year 1904 to interest every public school in Iowa and Michigan in the work of beautifying the school grounds. As an incentive to action, we make a Special Offer to the public schools of these two states."

THE OFFER.

To the five hundred schools in the State of Iowa and to the five hundred schools in the State of Michigan showing the greatest interest during 1904 in the setting out of trees, shrubbery and vines, and improving their grounds in other ways, we shall present a set of six historical pictures, namely: "Washington," "Lafayette," "Signing the Declaration of Independence," "The Constitution," "Surrender of Cornwallis," and "The Landing of the Pilgrims."

To the ten schools in each state doing the best work we shall present a large American flag.

In pursuance of this offer the Department issued a circular letter on January 2, 1904, which, as it pertains to the work of the year 1903, is included in this report. The following is the text of the circular:

TO COMMISSIONERS, SCHOOL OFFICERS, AND TEACHERS:

The environment of the child impresses itself upon him and in many cases becomes a large part of his education. One author has said, "When the beauty of the world around us has entered into our souls it will manifest itself in beautiful deeds." The work of beautifying the schoolhouse and grounds in any school district is, then, of vital importance to every man, woman, and child in that district.

In order to encourage this work the Perry Mason Company, of Boston, publishers of the YOUTH'S COMPANION, makes the offer found on the enclosed leaflet.

This Department urges commissioners, school officers, patrons and teachers to enter heartily into this plan, and for this purpose makes the following suggestions:

1. The commissioner will distribute this circular, together with that from Perry Mason Company, to every district in his county.

2. The teachers and school officers should immediately work out a plan for beautifying the grounds and as soon as the weather permits enter upon the work. The teachers should notify the commissioner that the district will compete for the prize.

3. About September first the Department will send to each commissioner blanks to be forwarded to each district in his county that has undertaken the work, and upon this blank the teacher or director will report what has been done and send the report to the Department of Public Instruction on or before October first.

4. A competent committee will then examine these reports and notify Perry Mason & Company what districts are entitled to receive the prizes awarded.

5. The following cuts are suggestive as to arrangement and kind of landscape gardening, but other plans may be used if desired.

6. *Don't throw this in the waste basket.* Act at once, not for the sake of the prize, but for the sake of the schools and the children.

We have received many letters indicating the interest in this work. It is true that the offering of prizes is a low incentive to action, but in my opinion it is permissible in order to start popular sentiment in the right direction.

A trip of twenty miles from any point and in any section of this State will convince the observer that there is great need for an awakened interest in this matter.

SCHOOL ENVIRONMENT.

Our people have been so busily engaged in the affairs of this work-a-day world that careful thought and attention has not been given to this subject. There is no reason why every school ground and school building should not be homelike and attractive and there are the highest reasons why it should be so. I therefore wish to urge upon school officers, teachers, and patrons the necessity for action along this line. It can be done without great expense, and it will add to the interest in and the effectiveness of school work in every community.

In this connection it might be well to suggest what can be done with

"SCHOOL GARDENS."

We are advocating and the people are demanding that elementary agriculture and nature study shall be taught in the rural schools. We have a good example in District No. 2 fractional of Northfield township, in Washtenaw county, of what can be done along this line. In this district a plot of ground was secured adjacent to the school grounds proper, and the teacher and pupils of the school cultivated the soil, providing various kinds of grains and vegetables and giving them the proper attention. In the fall the product of this labor was sold and added materially to the fund for school library and school apparatus. The necessary labor was given in the place of ordinary plays and games in which children indulge and afforded them healthful exercise and at the same time taught them practical agriculture and nature study. It seems to me that the absence of school gardens in connection with our rural schools is a most radical defect in our elementary education.

THE "SCHOOL GARDEN" MOVEMENT

is not new in Europe, though not much attention has been given to it in the United States. Germany began the work along this line as early as 1837, and in nearly all the schools of that country provisions are made for instructing their pupils along the lines of pruning, budding and grafting trees, plowing, hoeing, fertilizing land, hiving bees, and raising silk. Attention is given also to the native shrubs, evergreens, and deciduous trees.

The children are also taught to study the structure of plants and the relation of animals and mankind to them. All this work is credited as a part of the regular course of study. In Austria the system of school gardens is required by law and over 8,000 school gardens are at present being maintained. In France gardening is taught in 28,000 schools and each school employs a gardener capable of giving instruction in the first principles of agriculture and horticulture. In Southern Russia 227 schools maintain gardens and cultivate 283 acres of land. The movement is being extended in Sweden and in fact every country of Continental Europe.

The school garden movement had not received much attention in the United States until about 1890; since that time more attention has been given to the subject in New England than in any other part of our country. Several states have inaugurated the work and report satisfactory progress. In my judgment the school garden is the

FUNDAMENTAL PREREQUISITE

to true nature study and the study of agriculture. Our children must be taught the dignity of labor, the necessity of working for their daily bread, and making intelligent provision for the future. We often speak of a larger patriotism, and I can conceive of no greater patriotism than is contained in the three points mentioned above.

What we desire and must have in this country, if we expect to perpetuate our institutions, is willing work and faithful citizenship. Should our system of education fail in this regard, it will fail utterly. Our children must learn that it is not possible to dodge the difficult problems of life, and that strong character can be developed only by a struggle, by active, intelligent and patient overcoming of "worth-while" difficulties.

It will not be possible in the limited space of this report to make an extended list of things that may be done, but in the matter of decoration I wish to make the following suggestions as to plants which may properly be included in the

DECORATION OF SCHOOL GROUNDS:

1. Hardy shrubbery: lilacs, snowballs, spireas, syringas, hydrangia, and flowering currant.
2. Hardy flowering plants: perennial phlox, larkspur, lily of the valley, asters, foxglove, hollyhock, wildflowers, oriental poppies, and ferns.

3. Showy flowering plants: spiderwort, nasturtium, petunia, sweet william, violet, zinnias, and morning glory.

4. Hardy vines: (a) Suitable for fences,—Virginia creeper, Japanese ivy, and wild clematis. (b) Suitable for wall or trellis,—honeysuckle, climbing rose, clematis, and ramblers.

5. Trees: rock maple, American elm, basswood, soft maple, white ash, cottonwood, and catalpa.

In selecting trees, we should be careful to select them according to the soil in which they are to be planted and the location of the school grounds. In planting and caring for this shrubbery the children will receive an education that cannot be secured in any other way. For the garden proper, I would advise the planting of such vegetables and grains as are familiar in the locality and easily marketed. For instance, popcorn, sweet corn, beets, carrots, and celery. In planting shrubbery we must be governed largely by individual taste and location. I will give, however, three general principles of decoration in the use of shrubbery and flowering plants:

First.—Plant in masses.
Second.—Avoid straight lines.
Third.—Leave open spaces.

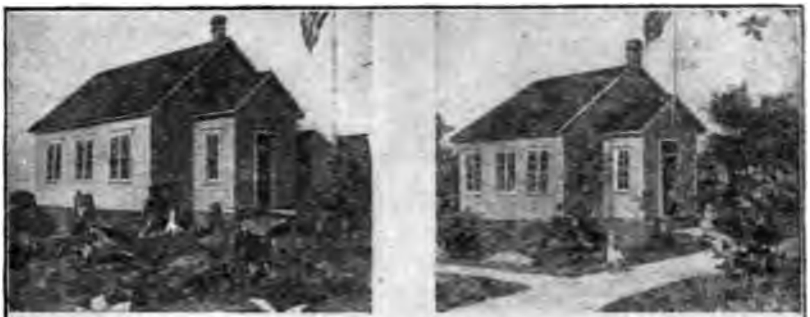
It is high time that

MICHIGAN

took a decided stand along this line of work for our rural schools. This work will answer the demands of the State Grange, the farmers' clubs, and agricultural societies for practical instruction, such as will lead our young people to love the farm and to desire to make farming a real profession, including both the science and the art.

SUGGESTIVE OUTLINES.

The following cuts which were given in the circular letter referred to above will be suggestive as to general arrangement and plan of the work of decoration, and while no two districts need follow the same plan, it is well to have a general outline to follow and then leave it to the individual judgment of the school officers, teacher, and pupils.



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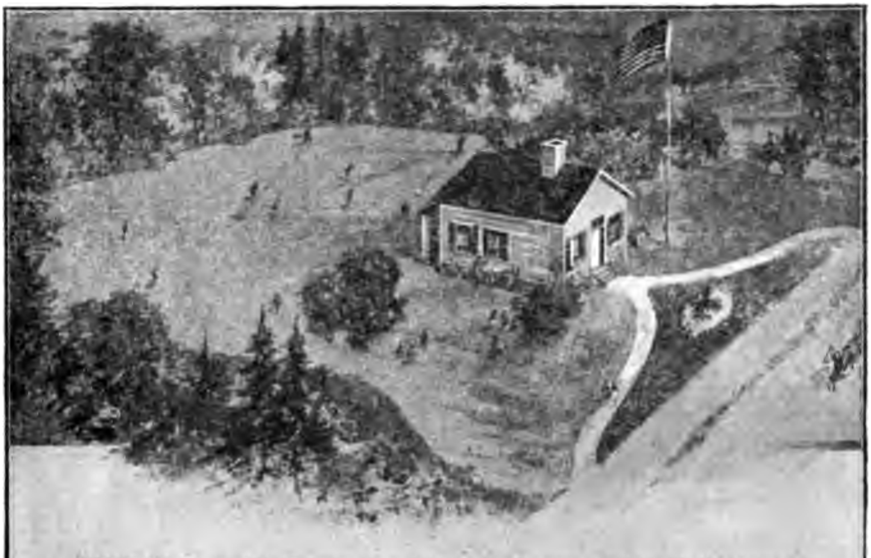
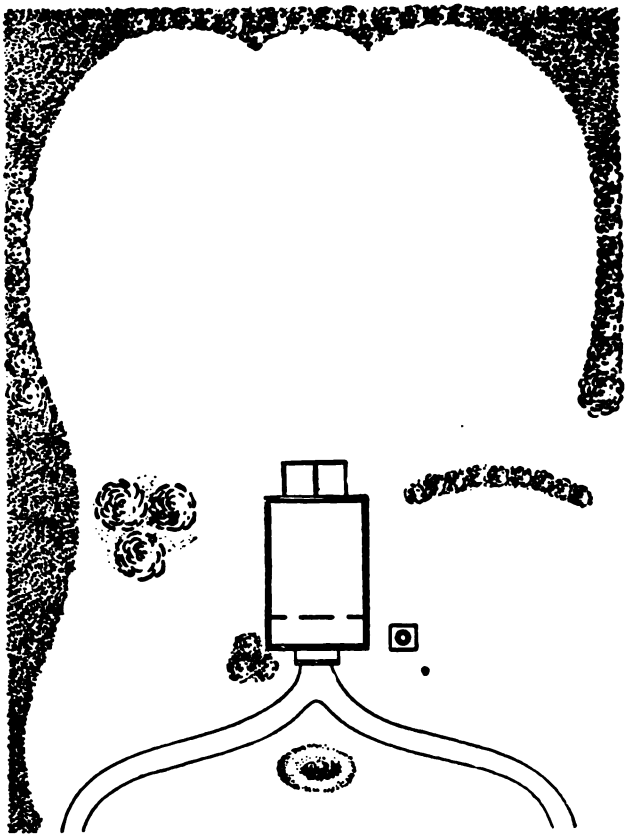
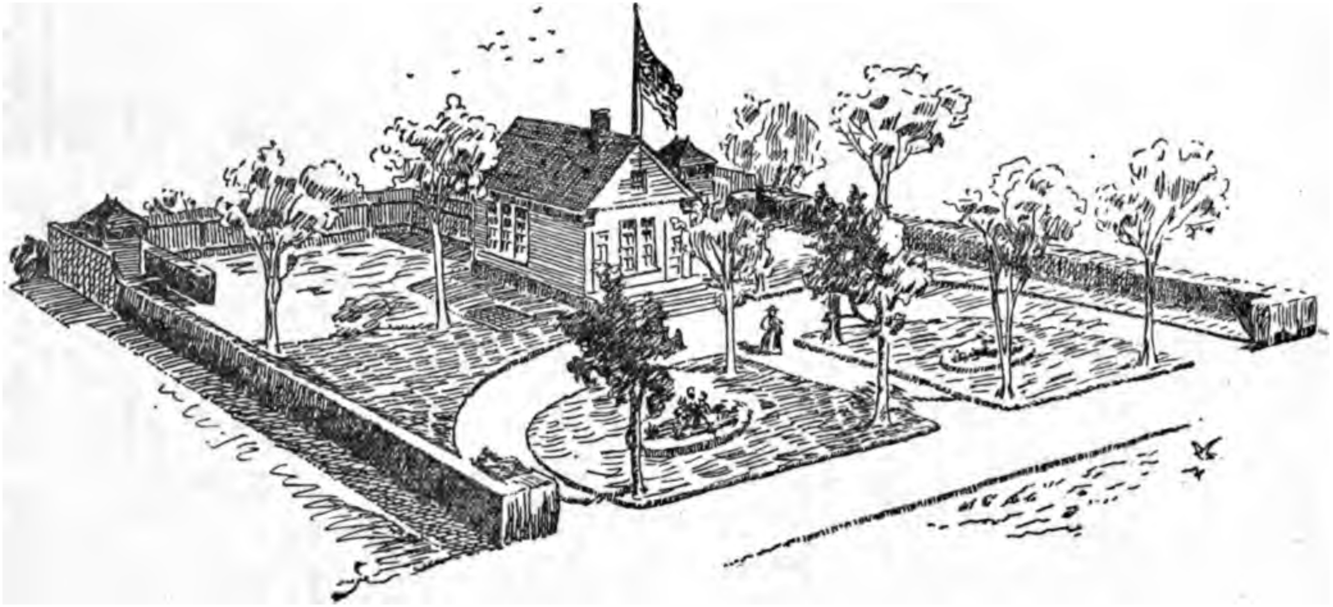


DIAGRAM No. 1.—This illustrates the school grounds after some years' growth, the grounds being originally laid out after the plan shown in Diagram No. 2.



SKETCH OF PLANTING
DIAGRAM No. 2.

HOMELIKE.



LIBRARIES.

In the annual report of this Department for the year 1902 the various departments of library work in this State were emphasized and explained. Special attention was given to the matter of traveling libraries under the control of the State Board of Library Commissioners. The subject has been frequently treated in former reports, and it is unnecessary to give any extended dissertation on the subject of libraries in the abstract, as we have long since passed the experimental stage for their use in the public schools. It would seem that the original article of the Constitution, treating of libraries, ought to be abrogated and new provisions which will meet the needs of the present age inserted in its stead. In general it might be said that the township library is of very little value, and as the law provides that each school district which establishes a library by a vote of its people may draw from the township library such a ratio of the books therein as the number of children in said district bears to the whole number of children in the township, the township library disappears as soon as all the school districts have organized them.

To facilitate the work of school teachers and officers in selecting books for libraries the Department has this year published in pamphlet form "A List of Books for School Libraries." It is not to be supposed that this list is complete or that we have included all the good books, for their name is legion. But we have endeavored to select such as may immediately and directly come in touch with the work of our schools.

In assigning books to certain grades, as we have done in this pamphlet, we do not intend hard and fast lines shall be drawn, for such lines could not in many cases be true. The books are arranged for the four school departments: primary, grades I to IV; intermediate, grades V and VI; grammar, grades VII and VIII; high school, grades IX to XII. Each department in turn has four classes in which the books are grouped, according to material contained: science; geography, including description and travel; history, including biography; and general literature. Under each class the books are arranged alphabetically as to author, followed by the title of the book, also date of publication, publishing company, and price. The prices quoted are for cloth bindings, unless otherwise stated. Right here it may not be out of place to advise school officers to purchase well bound books. In no case is it economy to purchase cheap bindings. The general list of books is followed by a list of books for teachers and a list of first-class periodicals. The latter part of the pamphlet is given up to an author and title index which will be found very helpful in selecting books. These pamphlets have been distributed to the several commissioners of schools, with a request that they be placed in the hand of teachers and officers. We shall be pleased to mail copies of the pamphlet to anyone interested in the subject of libraries.

STATE TEACHERS' READING CIRCLE.

The State Teachers' Reading Circle was organized in 1889. The supervision of the work and the selection of books to be studied by the teachers devolves upon a board consisting of five members selected from the commissioners of schools of the State. Since that time the work has been pushed very effectively by the Reading Circle Board and nearly all the commissioners in the State.

Commissioner Charles E. Palmerlee of Lapeer was the first secretary of the board, and largely through his efforts has the work been successful. He continued as secretary of the board until 1900, when Commissioner John C. Ketcham of Hastings was made secretary. Mr. Ketcham, who has been active in furthering the interests of the reading circle since that time, reports that nearly four thousand have pursued the prescribed course during the past year. The benefits to be derived from a specific course of reading are many, and we need but instance the success of the Bay View Reading Circle and the Chautauqua Literary Circle to show that people generally appreciate this fact.

That the Teachers' Reading Circle course is of special importance to teachers is generally acknowledged. It has been the uniform practice of the reading circle board to select two books each year, one of which was a purely professional book dealing with psychology and the allied subjects; the second book, what we term a general culture book, dealing with history, literature, and general information. It is my opinion that this practice has been salutary and productive of great good to our schools.

The following is a list of the books that have been presented to our teachers during the period of the organization of the State Teachers' Reading Circle:

1890-1891—Page's "Theory and Practice."
Barnes' "General History."
1891-1892—White's "Elements of Pedagogy."
Hale's "Lights of Two Centuries."
1892-1893—"The Schoolmaster in Literature."
Steele's "Popular Physics."
1893-1894—Shepherd's "Historical Readings."
Swett's "Methods of Teaching."
1894-1895—Boone's "History of Education."
Parker's "How to Study Geography."
1895-1896—White's "School Management."
Wood's "How to Study Plants."
1896-1897—King's "School Interests and Duties."
Skinner's "Readings in Folk-Lore."
Watkin's "American Literature With Select American Classics."

1897-1898—Halleck's "Psychology and Psychic Studies."
Needham's "Zoology."
1898-1899—Hinsdale's "Teaching the Language Arts."
Howland's "Practical Hints for Teachers."
Austin's "Uncle Sam's Secrets."
1899-1900—Fitch's "Thomas and Matthew Arnold."
Curtis' "United States and Foreign Powers."
Eggleston's "Hoosier School-Boy."
1900-1901—Hinsdale's "Horace Mann and the Common School Revival in the United States."
Judson's "Europe in the Nineteenth Century."
Thompson-Seton's "Lobo, Rag and Vixen."
1901-1902—Morgan's "Psychology for Teachers."
Wright's "Industrial Evolution in the United States."
Stockton's "Fanciful Tales."
1902-1903—Tompkin's "School Management."
James' "Practical Agriculture."
Gordy's "American Leaders and Heroes."
1903-1904—White's "Theory and Art of Teaching."
James and Sanford's "Government in State and Nation."

The State Teachers' Reading Circle Board at its recent meeting selected for the year 1904-1905:

Hinsdale's "Art of Study," and
Henderson's "Social Spirit in America."

A third book, a compilation of several standard English classics with suitable notes, will be presented for the purpose of interesting our teachers in this line of work.

It is my opinion that the Department and all public school teachers should unite with the reading circle board in making the ensuing year the most successful in the history of the circle.

COMMUNICABLE DISEASES IN PUBLIC SCHOOLS.

During the past few years there has been an alarming prevalence of contagious diseases, and in many places school work has been seriously interrupted. While the death rate has not been high, it is clear that greater vigilance is needed on the part of boards of education, teachers, and health officers. Questions are frequently asked in regard to what the interests of public health demand, and I quote the following letters from Dr. Henry B. Baker, Secretary of the State Board of Health, hoping that his suggestions may prove valuable to all who are interested in the health and instruction of our children:

"When an outbreak of a dangerous communicable disease occurs in any locality, it has been common to consider the closing of the schools of that locality as a prime and immediate necessity. Secretary Baker of the

State Board of Health has opposed that idea, for several reasons. Three of those reasons are: first, the local board of health thereby confesses its neglect or inability to cope with the disease by the proper legal methods,—isolation of *infected* persons and things, instead of uninfected school children; second, if the schools are closed, the movements of the children may be unrestricted and unguarded and the risk of their contracting and spreading disease increased; and third, if the local board of health is endeavoring to successfully control the outbreak, the appearance at school of children from infected homes not known to the health officials, might enable the intelligent teachers to discover and report to the health authorities cases that otherwise might fail to be reported to them and thus spread infection promiscuously. Rather than to close schools, churches, and public assemblies, it is much pleasanter, and usually much better, for the isolation to be applied to the 'sick and infected' persons as the law provides, than to the whole people of a locality or community; the law does not contemplate that, and it is doubtful if a health officer or a local board of health could enforce it if the authority is denied. The law provides that every *infected* person and thing shall be isolated. *If that is done there is no need of isolating all the people of a locality.* If the schoolhouse or other public building is infected, it should be closed to allow its being thoroughly disinfected before allowing any public gatherings in it, and opened again as soon as the building and contents have been thoroughly disinfected and aired. There may be exceptional instances where the closing of the school would seem to be required, but usually this office does not advise it, but does advise complying with the law as to all *infected* persons and things. If, because of exceptional circumstances, the school, church, or other public assembly ought to be closed, the effort might be, through advice by the health officials, to have it done by the school, the church trustees, or whoever has undoubted authority."

"What should be done in the interests of public health by the teachers, superintendents, and other school officers when a dangerous communicable disease occurs among children who up to the time of their sickness have been attending school? The question is often asked this office by school officers and teachers. It is recommended that local boards of education require teachers and superintendents to immediately dismiss from school all children whom they have good reason to believe to be sick or infected with a dangerous communicable disease, and to give immediate notice of such action and the reason therefor to the health officer of city, village, or township in which the school is situated, and to the health officer of the city, village, or township where such pupil may reside, and that pupils dismissed or absent from school because of a dangerous communicable disease, shall be readmitted only upon proper certificate signed by the health officer having jurisdiction of the case that all cases in the family have recovered, that disinfection of the premises from which the pupil has been attending school has been completed, and that in the judgment of the health officer there is no sanitary reason why such pupil should not attend school."

DAY SCHOOLS FOR THE DEAF.

RULES AND REGULATIONS.

As the authority to establish day schools for the deaf was given to the Superintendent of Public Instruction by Act No. 176 of the Public Acts of 1899, I submit the following rules and regulations for their general conduct, which are to be accepted by boards of education before permission is granted for the establishment of a school under the provisions of the law, and for their control after establishment.

I. SUPPORT OF SCHOOL.

Boards of education must advance the funds for the running expenses of the school during the year. By section 1205 of the Compiled Laws—which see—a system of accounting to the Auditor General of the State is established, which involves more labor than any board of education will be willing to undertake, and to obviate the necessity of all this labor should the funds be advanced by the State each month, I make the rule as above and explain the matter of settlement in paragraph No. X.

II. REPORTS TO THE DEPARTMENT.

Immediately after the close of the school year, and previous to June 30, a complete report on blanks furnished by this office must be made by the board of education showing:

(a) Name, experience, and special qualifications of each teacher employed, with salary paid.

(b) Name, age, sex, parent or guardian's name, place of residence—street and number—of each pupil in attendance, together with a complete record of attendance at school, days present and days absent. (Legal holidays should be counted as days taught.)

(c) The aggregate attendance of all pupils enrolled.

(d) Number dropped for inability to do the work.

(e) Length of time pupils are expected to remain in this school.

(f) The course of study in detail, as pursued during the past year, or as proposed for the ensuing year, should be attached to said annual report.

III. NUMBER OF PUPILS NECESSARY TO THE ESTABLISHMENT OF A SCHOOL.

The law provides that there shall be an average attendance of at least three pupils. It is my opinion that a school with three pupils only would not be entirely successful, and I therefore recommend that boards of education do not ask for the establishment of a school unless there are five or more pupils in the school district eligible to attend, and whose parents or guardians agree to send such children to the school.

IV. NON-RESIDENT PUPILS.

Although the law states that the parents, or guardians in the case of orphans, must be residents of the State of Michigan, which would seem to indicate that non-resident pupils might be admitted under the general law governing non-resident pupils, it should be remembered that the State has an institution for the deaf, and it is not anticipated that day schools for the deaf shall compete to the extent of receiving pupils who are not residents of the school district.

V. LENGTH OF SCHOOL YEAR.

This is fixed by law at nine months. The Department rules that one hundred eighty days of attendance (legal holidays included) shall be the basis on which the vouchers for the maximum of $150 per pupil will be allowed.

VI. QUALIFICATIONS OF TEACHERS.

SEC. 5. "All teachers in such schools shall be appointed and employed as other public school teachers are appointed and employed. All persons appointed to teach in any such school shall have had special training for teaching, and shall also have had special training in the teaching of the deaf, including at least one year's experience as a teacher in a school for the deaf. The so-called 'oral' system shall be taught, etc."

The Department interprets this law to mean that there are three qualifications requisite:

(1) Special training for teaching in general.

(2) Special training in methods and means of teaching the deaf, and especially in the "oral method."

(3) One year's actual experience as a teacher in a school for the deaf.

These requirements express the minimum amount of preparation.

In all cases information as to an applicant's qualifications should be furnished this Department previous to the making of a contract between the board of education and the teacher, so that there may be no question raised by the Auditor General when payments are to be made to the school district.

VII. SALARIES PAID TO TEACHERS.

Boards of education should be as careful in the expenditure of State funds as they are with the funds of their school district, and it is suggested that all teachers in schools for the deaf be employed at a definite salary and that such salaries be not greater than twenty-five per cent. more than the average salary paid to the other teachers of their schools. Salaries ranging from six hundred dollars to nine hundred dollars should be considered liberal. One hundred dollars per month should be the limit under present conditions. *Teachers employed in day schools for the deaf must not teach in any of the regular lines of school work.*

VIII. SCHOOL APPLIANCES.

The board of education should furnish building or rooms, heating facilities, desks, tables, chairs, and such other appliances as are furnished to the regular public schools. *The only appliances which may be paid* *for out of the State funds are such as are used in schools for the deaf and not used in the public schools.*

IX. PROGRESS OF PUPILS.

Especial attention is called to the last sentence of section five of the law which requires that there shall be an accurate note taken of the progress which each pupil has made and "if after a fair trial of nine months any of such children shall for any reason be unable to learn such oral method, *then no further expense shall be incurred* in the effort to teach such child so unable to learn such oral method in such primary schools." All such children, and those who by their age should be learning a trade, ought to be sent to the school at Flint. The number thus dropped from the school should be given in the report.

X. VOUCHERS.

The vouchers for use in the disbursement of funds from the State are prepared by the Auditor General and will be furnished to the secretary of the school board. These vouchers should be made up in triplicate each month for the salaries of the month and for any appliances purchased during the month. All vouchers for salaries should state the time covered by the payment and the rate of salary per school year. Those paying for appliances should state the article, price per unit, number of units, and total for each purchase. These vouchers should be receipted as provided and the date of payment by the treasurer of the school board should be inserted in the receipt. The board of education will preserve one voucher and forward the other two immediately to this office. One will be preserved by the Department and the other filed in the office of the Auditor General.

XI. TIME AND MANNER OF PAYMENT BY THE STATE.

The aggregate number of days' attendance, in the school year, should be divided by 180 to determine the number of pupils in attendance, and this quotient multiplied by 150 to find the maximum amount to be audited by the Auditor General. Immediately upon receiving the annual report of the board of education mentioned in paragraph No. II, the Superintendent of Public Instruction will advise the Auditor General as to the maximum amount to be allowed to any board of education maintaining a school for the deaf under the provisions of the law. The Auditor General will then examine the vouchers filed in his office and draw his warrant on the State Treasurer for the full amount of the vouchers allowed by him, such amount not to exceed one hundred fifty dollars for each 180 days of actual attendance, and the amount of said warrant will be at once forwarded to the treasurer of the board of education.

Before permission is granted for the establishment of a day school for the deaf, I most respectfully request the board to take formal action, agreeing to comply with the above requirements and give me due notice of such action.

DUTIES OF SCHOOL OFFICERS.

The immediate burden of caring for our public schools is placed upon the several boards of education of the State. There are 6,652 ungraded school districts, and to care for the affairs of these districts 19,956 men are elected by the people and these constitute the boards of education. There are 552 graded school districts in the State, and there are at least 2,760 members of these boards of education, making in round numbers an army of 23,000 men whose duty it is to perform the several duties required by the statutes in connection with public schools.

It is unnecessary to give in detail the several duties required by law, but I desire to call attention to a few of them in which we find that many boards of education fail to perform their whole duty. When we speak of boards of education, we mean the board as a whole, and the individual members thereof.

ELECTION.

Each officer when elected or appointed, must file his acceptance with the director within ten days. If he fails to do so there is a vacancy which must be filled by appointment of the remaining members of the board within twenty days. If the board fails to act the board of school inspectors of the township must appoint to fill the vacancy.

TREASURER.

The person elected or appointed treasurer of the district must, in addition to filing his acceptance, execute a bond in double the amount of money liable to come into his hands, said bond to be approved by the director and moderator, and filed with the director. The bond must have two sufficient sureties.

Failure to observe these plain provisions of the law has caused much trouble and sometimes loss to school districts. Every man or woman who accepts a school office should be willing and anxious to obey the law to the very letter, for only by so doing can he protect the taxpayers and school.

In ungraded districts it is the duty of the director to take the

SCHOOL CENSUS

during the fifteen days prior to the first Monday in September, and this report together with the financial statement is forwarded to the county commissioner of schools, and by him sent to the Department of Public Instruction.

From these reports the Department must first prepare the table upon which the primary school interest fund is apportioned, and then compile all these reports into the annual report of the State Superintendent. The reports from nearly fifty per cent. of the districts we are obliged to return to the school officers for correction. Errors are found in the census and mistakes or misstatements in regard to the financial report. I desire to call the attention of school officers to these points and urge upon them greater care and painstaking effort in the preparation of these reports, for an inaccurate report is of absolutely no value, and the receipt of inaccurate reports entails upon the Department of Public Instruction a large amount of unnecessary labor and waste of time.

ANOTHER DUTY OF BOARDS OF EDUCATION IS THE HIRING OF LEGALLY QUALIFIED TEACHERS.

Boards of education should obey the plain provisions of the law in this work by employing teachers only at a regularly called board meeting. In all cases they should issue a written contract in the form required by law, and they should always remember that they have no power or authority to hire any person or employ any person who does not hold a legal certificate, and the certificate must cover the period of the contract at least.

Some boards seem to have an idea that if they have five months of school by a legally qualified teacher they can then hire any person they see fit. This is not true, for the law explicitly provides that they can employ only legally qualified teachers, and that they can pay out public money only for the purposes specified by the law. Public money is defined by the statutes as including all funds derived from any and all sources, so that all money which goes into the hands of the treasurer is public money and must be used as the law directs.

THE BOARD OF EDUCATION

is authorized to estimate and vote the amount of money necessary for teachers' wages, fuel, and incidental expenses and deficiencies of the previous year, if any, and these amounts as voted by the board are reported to the assessing officers. Funds for any other purpose than those mentioned above must be voted by the people of the district. The board of education is further directed to provide a water supply, to have the care and custody of school property, to provide necessary supplies such as are specified in the statutes. Supplies of any other character can be purchased only by authority of the people of the district.

The question has arisen as to the

USE OF THE SCHOOLHOUSE FOR PUBLIC MEETINGS.

Unless the people of the district vote that the schoolhouse shall not be open for public meetings the board of education must open the schoolhouse for all lawful and orderly meetings of the people of the district. They have no authority to open the building for traveling shows, public entertainments of any character, other than by the school, or for the use of any secret society. I mention this because this question has been asked many times during the past three years.

The board has also authority to specify the studies that shall be pursued in the schools of the district. That is, they have authority to say what subjects shall be taught, and in the pursuance of this work they are authorized to select and adopt text-books for use in their schools and adopt a

COURSE OF STUDY.

In order to assist boards of education in determining what their course of study shall be, the Department publishes and furnishes a Manual and Course of Study for all commissioners of schools, boards of education and teachers. This course of study is the result of years of experience in the public schools, and we believe is well adapted to the needs of rural schools. In fact, the course of study is applicable to any school.

I wish at this time to urge upon school officers the necessity of adopting a course of study, and that they carefully inspect the Manual and Course of Study, and advise with the county commissioner of schools in regard to the same. Then all districts that have not already adopted a course of study should do so and make it a matter of record before opening of schools next year.

Boards of education also have authority to make

GENERAL RULES AND REGULATIONS

for the management of their school, and this they should do in order to inform the teacher and pupils as to what is expected of them by said board, but under no circumstances has a board of education any authority to make rules for the internal management of the school. The board hires teachers whose duty it becomes to instruct and govern the school and to make such rules for the internal management thereof as the occasion may demand, and no board of education has any authority to usurp the functions of the teacher or the superintendent.

The board of education has the business management of the school district. They should confine their efforts to their own province and promptly and thoroughly perform the duties incumbent upon them.

The duties of the board of education are not all specified in the law, and no board has performed its whole duty when it has simply complied with the provisions of the statute.

The board of education is the guardian of all the interests that pertain to the welfare of the public school and they cannot shirk these unwritten duties by making the excuse that they did not know or did not have time or forgot all about it.

There is absolutely no valid excuse for any man or woman who accepts the office of school trustee and then fails to perform every duty incumbent upon him by the statutes or by the moral law. It is his business to know what the law requires and to do everything in his power to advance the intellectual and moral welfare of every child residing in his community.

TEXT-BOOKS.

The subject of text-books is one that has been discussed from many standpoints and it is a very important subject, because the efficiency of our schools depends to a large extent upon their character. It would add to the efficiency of the school work of any county if the text-books used were practically uniform in all of the schools. That is, a certain list of books should be adopted as the basis of the school work. Then in addition to this every school board should provide the school with additional or supplementary books in every branch pursued in the school. These books should be classed as part of the school library and used under the direction of the teacher for the purpose of broadening the scope of the work. No student in the upper grades should be tied down to any one author or any particular text-book for this tends to narrowness and bigotry, but he should have access to standard authors on every subject. Such books can be procured at a very small expense to the district and would prove almost invaluable.

One of the greatest hindrances to good school work to-day in our schools is the fact that many boards of education either fail wholly to provide their school with such apparatus and supplementary text-books as are actually needed or are led into the purchase of useless apparatus or improper books by the wiles of some agent who cares nothing for the school, but only to get his commission on the sales he can make by fair means or foul.

It is true that a good teacher is the best piece of apparatus that can be placed in the schoolroom, but a good teacher can make his work much more effective by the use of proper appliances. It is my opinion that the commissioners and boards of school examiners in the several counties should make recommendation as to what books and apparatus are best adapted to the needs of the county, and that all boards of education before adopting text-books or purchasing apparatus should advise with the county commissioner.

TEXT-BOOK LEGISLATION.

Those who have been familiar with school legislation during the past ten years will remember that at almost every session of the legislature one or more bills have been introduced affecting text-books. The earliest text-book legislation was in 1889. In that year the free text-book law was passed, which practically provides local option in the matter of school districts purchasing text-books and furnishing the free use of them to all students up to the high school. Under this law 745 districts in the State are at present furnishing free text-books. Of this number 17 are cities, including such cities as Detroit, Saginaw, Muskegon, and Battle Creek. The districts operating under this law report a considerable saving to the taxpayers. The percentage saved varies from ten per cent to forty per cent. There are many arguments against the operation of this law that are valid, and an equal number of arguments in its favor that are valid. My opinion is that this is the best possible species of text-book legislation, as it leaves the matter in the hands of the people to decide. Since the passage of this Act the Graham-Forsyth law providing for a State text-book commission and State uniformity of text-books was passed, but was repealed entire at the succeeding session of the legislature.

During the last two sessions of the legislature bills have been introduced providing for State uniformity, for State publication of text-books, and for the publication of text-books in our penal institutions, and for county text-book commissions and county uniformity. All of these failed to receive favorable consideration, and it is hoped that these bills will never be revived.

This Department has given considerable attention to the subject of text-books and has made a careful effort to secure the facts from other states where specific text-book legislation has been enacted.

The state of Indiana has had a state uniformity text-book law the past fifteen years. The law is compulsory and requires uniform text-books throughout the state in the first eight grades. The state does not publish its own text-books, but lets the contract for furnishing them to the lowest responsible bidder. At different times the matter of the state publishing the text-books has been considered but has always been defeated. The leading educators and business men of the state have been asked their opinion in regard to the operation of this law and their report is as follows:

First.—When the law went into effect the books secured under the contract were not equal in quality of paper used, quality and character of binding, and in subject matter to those published by the various book companies, and considerable harm was done to the schools as a consequence. From time to time these defects have been remedied by revision.

Second.—After several revisions the report from the same class of people now is that with the exception of the text in two or three subjects, the books used are practically equal in subject matter to those furnished by the standard book companies for other states.

The state of Kansas has a compulsory state uniformity text-book law. It has been in operation about eight years. Uniformity is required through all grades of the public schools. Information gathered from similar sources to those mentioned above indicate the following facts for that state:

First.—The state does not publish its own text-books, but employs a publishing company to print and publish the books from manuscript selected by the state text-book commission; or the state publishing company may procure the books, after selection by the state text-book commission from other companies that do publish them.

Second.—These books are furnished to the people of the state at a price from ten to twenty-five per cent lower than the standard book publishing companies of the United States will furnish them.

Third.—All those reporting to us, with but one exception, state that the text-books are not equal in quality of paper used, in quality and character of binding, and in the subject matter of the text-books prepared and published by the standard book companies of this country.

Fourth.—The superintendents and teachers of the state are very much dissatisfied with the books.

Fifth.—The majority of the people are opposed to the main provisions of the law. Some of the best superintendents of that state emphatically express themselves as opposed to state uniformity of text-books, also the state publication of text-books.

Sixth.—These gentlemen state just as emphatically that from their experience and observation it is a mistake to fix the price of text-books by legislation, for the results are just as harmful as would come from fixing the price of wheat, corn, or any other commodity by legislation.

Seventh.—The natural result of the Kansas law has been that all book companies putting in bids, knowing that in order to get their bids considered they must have something cheap, have invariably made bids only on their cheapest grade of books.

Several years ago California took up the matter of text-book legislation and passed some very stringent laws. These laws provided for a state text-book commission, which was to select the books or manuscript to be used, and then the state should publish the books and furnish them to the people at cost. The operation of this law proved harmful to school interests. The text-book commission was subjected to all kinds of disagreeable treatment, and the text-books furnished the children of the state were almost unusable.

Attempts were made to relieve the condition by legislation, and they have partially succeeded, so that now they claim to get fair books at somewhat lower rates than other states. I have selected these three states as typical ones in regard to the results of text-book legislation.

Other states have attempted something along this line, but from my investigation, the laws to secure either state uniformity or state publication of text-books have proven very unsatisfactory. As I have said above, the success of a school depends very largely upon the teacher, but every teacher must use books, more or less, and in my opinion the very best possible text-books are none too good for the American boy or girl.

It is my opinion further, that the text-books in use in Michigan today are the best that have been published. I am speaking generally, for I know there are exceptions to this rule. Michigan should profit from the experience of sister states, as we cannot pretend to be wiser in our day and generation than are they. It has been clearly demonstrated time and again that the free text-book law, giving the option to the people as to whether they will or will not adopt it, gives better satisfaction than any other form of legislation. Under this law, each district makes its contracts and will secure practically the same reduction in price that can be secured under the general uniformity text-book law, and at the same time the district may have the choice of the best books that are offered for sale.

I quote from Superintendent Hammond's report of 1898: "It is my belief that the only law which should receive the commendation and encouragement of those interested in education is such an one as shall amend and simplify the optional free text-book law now on our statute books; and I am convinced that any bill under any guise whatever involving the creation of a text-book board or commission should be looked upon with distrust as absolutely unsafe, and liable to unscrupulous manipulations."

Therefore, for the following reasons:

First.—That experience has shown state uniformity of text-books unwise.

Second.—That state publication of text-books opens the door to trickery, dishonesty, and poor books; and

Third.—Because we have a good workable text-book law at present upon our statute books, I most earnestly recommend that no further text-book legislation be at present attempted for Michigan.

AMENDMENTS TO SCHOOL LAW.

Recent legislatures have modified the school laws in many particulars and many new acts have been passed affecting to a greater or less degree the public school system of the State. On account of the diverse conditions in our State, there is great difference of opinion as to needed changes in our laws, but I desire to submit the following suggestions and changes, which in my judgment are still needed to make our system more effective. First, I wish to suggest two constitutional amendments, which should be submitted to the people of the State by the legislature of 1905:

First.—Section 1 of Article IX of the Constitution, which fixes the salaries of State officers should be amended by a provision increasing the salary of the State Superintendent of Public Instruction. When the Constitution was adopted there were very few schools in the State, and a salary of one thousand dollars per annum was probably sufficient, but with the marvelous growth of our school system there have been added very large burdens to the work of this office, and it is neither good policy nor wisdom to permit the salary of the State Superintendent to remain at a figure less than is paid a superintendent of a village school. The salary should not be less than thirty-five hundred dollars per year.

Second.—Section 12 of Article XIII of the Constitution, which provides for the disposition of penal fines collected in the various counties should be revised by omitting the provision for establishment of township library and striking off the last clause which permits the township board to determine the disposition of this fund.

I would suggest amendments to the school laws proper, as follows: (The sections given being sections of the Compiled Laws of 1897.)

First.—Section 4642, in regard to the distribution of the primary school interest fund, should be amended by providing that the money shall be distributed to the several school districts in the State according to the number of pupils enrolled and attending school in schools that teach the common English branches as is required by law, said enrollment and attendance continuing through the school year as fixed in the district, and in no case being less than five months. Experience has shown that it is manifestly unfair to distribute this money as the law now stands, that is, according to the number of children in the district between the ages of five and twenty years. By basing this distribution upon the enrollment in school we shall furnish an incentive to every taxpayer to use his influence and authority to see that all children are actually enrolled and in attendance at school, and the distribution of the fund will then be made in accordance with the interest manifested in the welfare of the children.

Second.—Section 4705, providing for the assessment of a one mill tax in the several townships of the State, should be repealed. In the early days of our school system when it was difficult to secure sufficient funds to support the school this law was most beneficial, but with the increase in the value of property and the amount of the primary school interest fund and the interest of the people, the necessity for this law has been overcome.

In many districts of the State the money received from the primary school interest fund is sufficient to pay the teachers' wages for the year, and as the one mill tax can be used only for teachers' wages, or the transportation of pupils, it is clear that in most districts schools can be easily supported without this tax.

In some districts this tax having been collected and not expended has become a very large fund in the hands of the treasurer of the district, which cannot be expended and which the people should not be compelled to continue to pay. And further, the reports from this Department show that in some townships of the State the law is openly violated by the assessing officers, the tax not being assessed at all. In view of these facts, I would earnestly recommend the repeal of this section.

Third.—Section 4717 provides for bonding the districts and establishing certain limits on the amount of bonded indebtedness according to the number of children in the district. This is manifestly unfair, as the number of children in the district has absolutely nothing to do with the ability of the district to bear the bonded indebtedness. During the last three sessions of the legislature many special acts have been passed to abrogate the provisions of this section as applied to certain villages and cities, in order that said districts might bond themselves for a sufficient sum to erect a school building commensurate with the number of children in the district and the valuation of the district. I therefore recommend that the limitations placed upon districts as to the amount of bonded indebtedness as provided under this section be repealed.

Fourth.—Section 4817 fixes the salaries of county commissioners of schools and the members of the examining board. It is no longer questioned that the county commissioner of schools is one of the most important county officers. The salary paid in many counties is not at all commensurate with the value of the commissioner's services, or the ability of the county to pay. I would recommend therefore that this section be amended by removing the maximum amount specified which the commissioner may receive, and by providing that in addition to the necessary expenses of the office, the commissioner shall be allowed traveling expenses up to the amount of two dollars per district, provided that the commissioner show receipts for all such expenditures, except railroad or electric car fares. The traveling expenses of all county officers other than the commissioner are paid by the county and there is no valid reason why, so long as the large part of the commissioner's work consists of visitation and inspection of the schools, the county should not bear at least part of the expenses incurred in this necessary traveling.

Fifth.—Section 4847 which provides for the compulsory attendance of pupils between the ages of eight and fifteen years, should be amended by providing that in all districts of the State there must be continuous attendance for five days in the week, and for such number of months in the year as school is taught in the district.

Sixth.—Act 176 of 1899 provides for the establishment of day schools for the deaf. Under this law, ten such schools have been established, and it has been clearly demonstrated that the law is very deficient in some particulars.

Sections 3 and 4, which provide for payment by the State of the expenses of these schools should be repealed, and in their place the law should provide that the several districts which establish these schools shall support them in the same manner as the public schools are supported, and at the end of the fiscal year the officers of the district should submit to the Auditor General of the State a detailed statement of the expenses for these schools, together with proper vouchers and receipts, and on receipt of said vouchers the Auditor General shall draw his warrant on the State Treasurer in favor of the treasurer of the district for one-half the sum which has been expended for the support of the day school for the deaf, which sum shall be paid to the district by way of reimbursement for said expenditures. The provisions of this Act, as it now stands, are in direct contradiction to the general accounting laws of the State, and it is impossible for the Auditor General to follow both laws.

And further, so long as the State maintains an institution for the instruction and training of the deaf, such as the School for the Deaf at Flint, it is manifestly unfair to the taxpayers of the State that the State shall be responsible for the entire expense connected with local schools for the deaf. Especially is this true when the State has little or nothing to say as to how much these local schools shall cost.

Section 5 of this act which gives the qualifications of teachers in the day schools for the deaf should be amended by providing that, in addition to special training for teaching, persons employed to teach in the day schools for the deaf shall have had a course of instruction covering a period of at least two years in a reputable institution for the training of such teachers.

If special training is required for the teacher of children in the public schools it is manifestly much more important that those who attempt to make the deaf hear and the dumb speak shall have had special training for their particularly difficult work. I most earnestly urge that special attention be given to this act.

Seventh.—Act No. 241 of 1903 provides for the establishment of county normal training schools. The experience of the past year has demonstrated that this is a wise and salutary measure, but that the law should be amended in two particulars:

(a) Section 3 should be amended by providing that there shall be but one course of study which shall consist of not less than thirty-six weeks of five days each.

(b) Section 5 should be amended by providing that the settlement with the Auditor General shall be made on or before the 30th day of June in each year. The semi-annual settlements as now provided are very inconvenient.

No doubt the school law is defective in other places, but the foregoing points mentioned are those, which in my judgment, should receive early attention of the legislature.

In concluding these suggestions I desire to call attention to the fact that our school laws need a general revision. That there are now many conflicting provisions and ambiguous sections is well known, and it is my opinion that it would be a wise measure for the legislature to provide for the appointment of a commission, whose duty it shall be to codify the school laws of the State, and submit them to the succeeding legislature for approval.

SUPREME COURT DECISIONS

ON MATTERS OF

EDUCATIONAL INTEREST.

10

DECISIONS OF THE SUPREME COURT.

ATTORNEY GENERAL vs. BOARD OF EDUCATION.

D. C. HEATH & CO. vs. BOARD OF EDUCATION.

(Opinion filed June 30, 1903.)

SCHOOLS—ADOPTION OF TEXT BOOKS—SECTIONS 4675 AND 4680, C. L., CONSTRUED—EQUITY—DAMAGES—BREACH OF CONTRACT.

Where parties have deliberately made such a contract that in case of a violation by either no damages can be assessed on account of uncertainty, equity will not for that reason compel either party to perform the contract, and the parties' remedy is on the law side of the court for breach of contract.

Jurisdiction of chancery court to grant relief from a multiplicity of suits held to have no application to the case made by complainant in his bill.

Resolution of defendant board of education to purchase books of complainant under its bid, and proposal by complainant for the sale of complainant's series, held not to have been a contract for five years, but only a contract for such books as defendant actually purchased.

Resolution of defendant board for the adoption of a school book held to be a sufficient compliance with sections 4675 and 4680, C. L., and that it was not within the power of the board to change the book adopted within five years.

The time specified in section 4680, C. L., providing that "text books when once adopted under the provisions of this act shall not be changed within five years," etc., runs from the date of the adoption of the resolution for the purchase and use of such book, where no time is specified in the resolution.

An adoption of one of a series of text books by a school board is not an adoption of the entire series; the law requires that the books adopted be uniform in the same grade only.

Appeal from the Circuit Court for Wayne County in Chancery. J. W. Donovan Judge.

Consolidated cases. Bills filed by Horace M. Oren, Attorney-General, and by D. C. Heath & Co. against the Board of Education of City of Detroit. From the decrees entered complainants appeal.—Decrees affirmed.

Horace M. Oren, Attorney-General, Fred A. Baker and Herbert L. Baker for complainants and appellants.

T. E. Tarsney, P. J. M. Hally and H. H. Hatch for defendant and appellee.

Complainant, D. C. Heath & Co., a corporation organized under the laws of the state of Maine, filed this bill. It alleges that it is a publisher of school books known as Walsh's arithmetic; that this arithmetic is divided into three volumes—one called the primary, and volumes 2 and 3, the grammar school parts; that the defendant school board solicited bids; that complainant put in a bid which was accepted; that in August, 1897, the Walsh Grammar School Arithmetic was introduced by resolution of the School Board of the City of Detroit, directing a certain number of copies thereof for use in the schools; that similar resolutions followed in September and December, by which the grammar school arithmetic was adopted in accordance with said bid and proposition; that the exchange for the old arithmetics was carried out as fast as was feasible; that this grammar school arithmetic was not fully installed until May, 1898; that the primary arithmetic has never yet been fully installed; that on August 2, 1901, the School Board passed a resolution directing that the Werner Primary Arithmetic be adopted for use in the schools, and that on July, 1902, the board passed another resolution directing that the Werner Arithmetic be adopted for general use in the grammar grades, and that the resolutions are void. The prayer of the bill is that the resolution adopting the Werner arithmetic be declared void and the defendant enjoined from proceeding thereunder, and from discontinuing the use of complainant's arithmetic in the schools of the city. This bill was filed August 8th. On August 25th the Attorney-General filed a similar bill upon the relation of two citizens and members of the School Board. The prayer of the latter bill is "that the date at which the Walsh series of arithmetics was adopted and actually introduced into the schools of the city of Detroit, may be fixed and determined by the decree of this court, or if it is competent to introduce only a part of a text book into the public schools, that the date at which the Walsh Primary Arithmetic was introduced into the schools may be ascertained and determined by the court, and also the date at which the Walsh Grammar School Arithmetic was introduced into the schools may be determined and ascertained; that the introduction of said Werner's Primary Arithmetic may be declared to be illegal and the said board ordered and directed to withdraw said arithmetic from the public schools; that said board may be temporarily and perpetually enjoined from making any change in the text books in use in the public schools of the city of Detroit unless the full period of five years of their actual introduction and use in the public schools has expired and that said board be temporarily and perpetually enjoined from withdrawing the Walsh arithmetics from the public schools of said city until after the first day of September, 1905."

By stipulation the two suits are consolidated and heard as one.

Answers were duly filed, proofs taken, and decree entered dismissing the bills.

The laws of the state applicable to the questions raised are Section 4680 of the General School Law, which provides, among other things, that "text books once adopted under the provisions of this act shall not be changed within five years, except by the consent of a majority of the qualified voters of the district present at annual meeting, or at a special meeting called for that purpose."

And Section 4775, known as the act "providing for free school text books," which also provides that "text books once adopted under the provisions of this act shall not be changed within five years, and that all text books used in any school district shall be uniform in any one subject."

And Section 4776, providing as follows:

"The district board of each school district shall select the kind of text books on subjects enumerated in Section 1 to be taught in schools of their respective districts: Provided, That nothing herein contained shall require any change in text books now in use in each district. * * *

"If a majority of all the voters, as above provided, present at such meeting shall authorize said board to raise by tax a sum sufficient to comply with the provisions of this act, the district board shall thereupon make a list of such books, and file one copy with the township clerk and keep one copy posted in the school, and due notice of such action by the district shall be noted in the annual report of the Superintendent of Public Instruction. The district board shall take the necessary steps to purchase such books for the use of all pupils in the several schools of their district as hereafter provided. The text books so purchased shall be the property of the district purchasing the same, and shall be loaned to pupils free of charge, under such rules and regulations for their careful use and return as said district board may establish."

And Section 4777, which provides as follows:

"It shall be the duty of the district board of any school district adopting free text books provided for in this act to make a contract with some dealer or publisher to furnish books used in said district at a price not greater than the net wholesale price of such books."

And Section 4780, which provides as follows:

"That school districts in cities organized under special charters shall be exempt from the provisions of this act, but such districts may, when so authorized by a majority vote of their district board, submit the question of free text books to the qualified voters of said districts. If a majority of the qualified electors vote in favor of furnishing free text books, such district board shall have authority to proceed under the provisions of this act."

In November, 1891, the question was submitted to the voters, and they adopted the free text book system. It has been in operation in the district since that time.

GRANT, J.

The questions presented are these:

(1) Has complainant, D. C. Heath & Co., presented a case for equitable relief by injunction?

(2) Has any one or all of the Walsh series of arithmetics been adopted so as to bring it within the five-year limit?

(3) When was the Walsh Grammar School Arithmetic adopted?

(4) Did the adoption and use of the Walsh Grammar School Arithmetic carry with it the adoption of the Walsh Primary Arithmetic?

(5) Has the Walsh Primary Arithmetic been adopted?

1. If the complainant, D. C. Heath & Co., has any standing in the court it is because it has made a valid contract with the defendant for five years, either for their entire series of arithmetics, or for the Grammar School Arithmetic. It seeks an enforcement of this contract in equity. If it has a valid contract its remedy at law is complete in the appropriate action for breach of contract. Counsel cite in support of their right to maintain this suit, Stewart vs. Winters, 4 Sandf., 588; Hamilton vs. Dunsford, 6 Irish Ch., 412; Kemp vs. Sober, 1 Sim., N. S., 520.

In Stewart vs. Winters, a lessee was restrained from carrying on a business upon the rented premises which he had covenanted not to carry on.

In Hamilton vs. Dunsford, it was held that the court had jurisdiction to grant relief on a covenant not to remove machinery from a mining property.

In Kemp vs. Sober, the defendant was carrying on a business contrary to the covenants in the deed of conveyance to him. He was properly enjoined.

It is urged as a ground for equitable interference that the measure of damages is uncertain, and that the thing itself is what the complainant seeks, and that to which it is entitled.

It is not a ground of equitable jurisdiction, that in case of a violation of a contract the damages are uncertain. If parties have deliberately made such a contract that in case of a violation by either no damages can be assessed on account of uncertainty, certainly equity cannot for that reason compel either party to perform the contract. There is no occasion to resort to equity to avoid a multiplicity of suits. Its contract had only three years to run from the date of the commencement of this suit. It could wait three years and bring one suit for damages, or could bring a suit at the end of each year, or as often as it chose, to recover damages. It was not threatened with a multiplicity of suits. The number of suits it might bring would be of its own choosing. The jurisdiction of chancery to avoid a multiplicity of suits has no application to this case.

The mere requirement of the law that books, when adopted shall not be changed for a given time, and the resolution for the purchase of complainant's Grammar School Arithmetic, to take the place of those then in use, did not constitute a binding contract between complainant and defendant. That law was enacted, not for the protection of book dealers, but for the protection of the public. Bancroft vs. Thayer, 5 Saw., 503.

The law requires boards of education to enter into contracts with some dealer or publisher for the purchase of books at not to exceed wholesale prices. No such contract was made. The several resolutions of the board for the purchase of this arithmetic, under the advertisement for bids, and the furnishing of them by D. C. Heath & Co., did not constitute a five-year contract. These transactions covered only the books they purchased. The board at a meeting held August 4, 1897, recommended the purchase of 400 Walsh's Grammar School Arithmetics. On August 25, 1897, the agent of the complainant wrote to the superintendent of the public schools of Detroit, a letter in which he said: "Looking to the complete introduction of the Walsh series of arithmetics into your schools, we beg to make the following propositions:" Here follows the propositions, giving prices of the Walsh Arithmetic, and the price to be paid for those which they are to supplant. Other correspondence passed between this agent and the superintendent. This correspondence did not make a five-year contract; and besides, there is no evidence that it was submitted to the board and action upon it taken by them. It follows that the bill of D. C. Heath & Co. was properly dismissed.

2. But upon the bill filed by the Attorney-General on behalf of the people the whole subject is open for investigation. An examination of the record conclusively shows that the defendant board has paid little heed to the law. It has not entered into contracts as the law provides it should, but has substantially ignored the law, and now insists that there is no valid adoption of any text books, for the reason that it has not complied with the law. That the rights of the people under the law should be thus ignored will not be approved by the courts, if the action taken by the Board of Education can be reasonably construed into an adoption of a text book, within the spirit of the law. It does not lie in the mouth of this defendant to say to the people of the school district, "By resolution we have substituted one text book for another, have provided for purchase of a new in exchange for the old; we have not complied strictly with the law in adopting this text book, and therefore we are at liberty to at any time make another change." To uphold such a contention would be little short of a disgrace to the administration of law, and put it in the power of every school board in the state to virtually annul the law as the defendant apparently has done in this case.

We are, therefore, constrained to hold that the resolution in August, 1897, for the purchase and use of the Walsh Grammar School Arithmetic was a sufficient compliance with the law, and that it was not in the power of the defendant to change it within five years.

3. We are of the opinion that the five years began to run from the date of the adoption of the resolution for the purchase and use of the Grammar School Arithmetic and not from the time this arithmetic had been completely installed in all the schools, in place of the others which it supplanted.

Steps were immediately taken to introduce this book in the schools. There is no reason to doubt that the defendant used reasonable diligence in complying with the wishes of the district as indicated at the election, and in placing this arithmetic in the schools. There might be very good reasons why the change should not be made all at once. The language of the statute is "adopt." Books are adopted when such action as the statute provides is taken, and not when every other book then in use has been removed and the new one substituted. We think that this is the plain meaning of the statute. Unless this be so, the adoption must in most instances take place at some indefinite time after the resolution of adoption, for it would be impossible to effect a change immediately. If in the resolution of adoption a definite time were fixed for the installment of the new book another question would be presented, upon which we express no opinion.

Under this holding the five years for the use of the Walsh Grammar School Arithmetic had expired. Jones vs. Board of Education, 88 Mich., 371.

4. The adoption of the Walsh Grammar School Arithmetic did not mean the adoption of the Primary Arithmetic by the same author. Educators may think that the primary arithmetic of one author is better than that of another, and that the higher arithmetic of the other author is better. The law does not mean that the school board is obliged to use all the books of the same series for all the grades of the school. They are at liberty to select what shall be used in each grade, and as to those there must be uniformity. The term "uniformity," does not mean that all the text books of one author in grammar, arithmetic, history, physiology, etc., for the different grades of scholars, must be used. Boards of education are at liberty under this law to adopt the books of one author for use in all the primary departments, and the book of another author on the same subject in all the grammar or higher departments. All the law requires is that they be uniform in the same grade.

5. On August 23, 1900, the defendant board passed a resolution to purchase 4,000 of Walsh's Primary Arithmetics at 24 cents per copy for "supplementary use." This purchase was wholly illegal. The sole authority for such purchases must be found in the statute. Board, etc., vs. Detroit, 80 Mich., 548.

Upon the face of the resolution it appears that they were not purchased for general use in the schools, or with any intention of adoption. On the contrary, the language of the resolution is repugnant to any intention to adopt. It follows from the above that Walsh's Primary Arithmetic has never been adopted.

Under the above holding both decrees must be affirmed. The other justices concurred.

BANHAGEL VS. SCHOOL BOARD.

(Opinion Filed September 22, 1903.)

SCHOOLS-MILL TAX FUND—SECTION 4665 C. L. CONSTRUED.

Finding by the court that the voters at the annual school meeting appropriated the surplus remaining from the previous year to the mill tax fund for the ensuing year held not warranted by the testimony and that the action was not taken in compliance with Sec. 4665 C. L.

Certiorari to the Circuit Court for Branch County to review an order of George L. Yaple, circuit judge, in denying a motion of Edward Banhagel for mandamus compelling the school board of school district No. 1 of Bronson and Bethel townships, Branch county, to issue a warrant.—Reversed and remanded.

V. H. & H. H. Smith for relator and appellant.

Campbell & Johnson for respondent.

HOOKER, C. J.

The relator applied to the Circuit Court for a writ of mandamus to compel the respondents, a school district board, to issue and pay to him its warrant for $1,200 for certain money raised by mill tax, belonging to the school district. Issues were framed and submitted to the court without a jury, and we insert his findings of fact as at once showing the material issues, and his findings thereon:

"The parties in this cause being in court by their respective attorneys ready for trial and the issue joined therein having been brought on for trial before the court without a jury, and the said court having heard the proofs and allegations of the parties, and the argument of counsel, after due deliberation thereon, finds:

"1st. That the relator, Edward Banhagel, under a contract with the respondent, built and constructed a schoolhouse and received therefor in payment the contract price. That relator lost money upon the contract and building by reason of changed conditions which entailed to Banhagel a considerable loss, and that said said relator had an equitable claim against respondent or at least such a claim as would have been a proper basis for extra compensation by the said school district.

"2d. That on the 19th day of December, A. D. 1901, a special meeting of said school district was held, and a majority vote was had thereat to pay to said Edward Banhagel, the relator, the sum of $1,200 from the one mill tax belonging to said district.

"3d. That of the amount to be thus appropriated from the one mill tax the sum of 558 and 78-100 ($558.78) dollars was in the hands of the treasurer of said school district and was the surplus arising from the one mill tax unused for the previous school year 1900 and 1901, but which had been turned over to the treasurer of said school district for the ensuing year, and had become a part of the one mill tax fund for the year 1901. That 622 and 22-100 ($622.22) dollars of said amount was the mill tax for the current school year 1901 and 1902 and had not at any time become a surplus fund, as provided by section 4665 of Miller's Compiled Laws of the State of Michigan.

"4th. That the fund from which the relator seeks to reimburse himself for losses sustained as aforesaid, by reason of the vote of said school district, was not at the time of said school meeting a fund which the said school district had power to appropriate to any other purpose than that of maintaining a school in the said district, as provided by section 4665 of Miller's Compiled Laws of the State of Michigan.

"5th. That if the relator has a claim against said school district capable of enforcement, that such claim is not enforcible under the present action to compel the payment of the same from the fund aforesaid. Writ denied. GEORGE L. YAPLE, Circuit Judge."

Upon application of the relator the second finding was afterwards amended to read as follows:

"2d. That on the 19th day of December, A. D. 1901, a special meeting of said school district was regularly held and a majority vote was had thereat to pay said Edward Banhagel, the relator, in recognition and settlement of his said claim, the sum of $1,200 from the one mill tax belonging to said district."

The cause is before us on certiorari at the instance of relator. The proceedings under which this alleged appropriation was made were first a notice, which we assume to have been legally published, in which it was stated that the meeting was to be held

"for the purpose of voting to appropriate $1,200 of the surplus money arising from the one mill tax now in the treasury of said school district for the purpose of building and paying for building and constructing the schoolhouse of said school district. Dated December 18th, A. D. 1901."

The following is a copy of the record of the proceedings of the special meeting:

"SPECIAL MEETING.

"BRONSON, Mich., Dec. 19th, 1901.

"The special meeting of the regular voters of the school district No. 1, Bronson and Bethel, met pursuant to published notice at the schoolhouse in Bronson, December 19th, 1901. The meeting was called to order by Mr. Warner, the moderator. The call was also read by the moderator. The clerk read the itemized expense of building the schoolhouse. Motion was made to appoint Randall Powers and Harry Rupple for tellers. Motion carried. Motion was made to appoint A. L. Phillips and Alonzo Ruggles for clerk. Motion was made to appoint John Shurtz as challenger. Mr. Rudd came forward and administered the oath of office, and the moderator declared the election open. Time, 9:15 P. M. The ballot box was kept open for two hours and on counting the ballot the following result was announced:

"Whole number of votes cast	109
"For the appropriation, Yes	57
"For the appropriation, No	52
"Total	109

"The moderator declared the appropriation carried by five majority. Adjourned.

"WELLS KNAPP, Director."

Passing any question that might arise over the sufficiency of a notice that failed to apprise the voters that this was an appropriation to cover an equitable claim, rather than a legal one, to pay which the district was bound by contract, we may say that this vote was no more than an appropriation of $1,200 from the surplus of a particular fund for the purposes mentioned. It is noticeable that it was not an appropriation of $1,200 to pay to the relator for extra compensation. But as no point is made upon that, we will assume that the district so understood and intended it. It then becomes necessary to inquire whether this fund might lawfully be thus appropriated. The finding shows that the district had on hand, in September, the sum of $558.78, which arose from the one mill tax of the previous year, and which was a surplus remaining after its having had nine months' school for that year. Subsequently there had been levied a mill tax for the then current year, i.e., 1901 and 1902, of $686.22. None of this had been paid over to the district, and it is claimed that only a small portion of it had been collected by the township treasurers on December 19, 1901, which was the date of the special school meeting. At all events it had not been reported to the district and was not in "the treasury of said district," as per the notice above set forth. Compiled Laws, Sec. 4665, confers upon the voters at a school district meeting, lawfully called, the power:

> "To appropriate any surplus moneys arising from the one mill tax after having maintained a school in the district at least eight months in the school year, for the purpose of purchasing and enlarging school sites, or for building or repairing schoolhouses, or for purchasing books for library, globes, maps and other school apparatus, or for any incidental expenses of the school."

Under this provision it is clear that there was no surplus for the year 1901 and 1902 to appropriate, as the school had not been held eight months during the fiscal year. Neither was the fund in the district treasury as shown above. This eliminates that portion of relator's claim. The finding shows that the surplus of $558.78 remaining over from the previous year had been previously appropriated to, and become part of the mill tax fund for the year 1901, by action of the district at its annual meeting. We assume that this finding was based upon the testimony. That at the annual meeting held in September, it was reported as a part of the school fund on hand and that it was considered in determining how much it would be necessary to raise by tax to support the school for the next year. This finding of the fact rests upon evidence which does not warrant it. The only proof upon this subject shows that at the annual meeting the district treasurer reported the amount of money in the treasury belonging to the district. Thereupon the meeting passed a resolution to raise by tax upon the district a definite sum for school purposes. We should not assume that there was an intention to appropriate the $558 surplus mill tax to such purpose in the absence of any action tending to show it. In the absence of definite action we cannot assume that the voters intended to deprive the district of its control over this surplus as provided by section 12 of Sec. 4665.

The order is reversed and the record will be remanded with directions to the Circuit Court to issue the writ as prayed for the sum of $558.78. The relator is entitled to costs of both courts.

The other justices concurred.

McCLOSKEY VS. SCHOOL DISTRICT NO. 5.

(Opinion Filed July 14, 1903.)

SCHOOLS—CONTRACT WITH TEACHER—SECTION 4812 C. L. CONSTRUED.

Section 4812 C. L., requires that a teacher at the time the contract of employment is made shall possess a certificate qualifying her to perform her contract for the term of the contract.

Error to the Circuit Court for Mecosta County, L. G. Palmer, judge.
Action by Edna McCloskey against School District No. 3, Wheatland township. Defendant had verdict. Plaintiff brings error.—Affirmed.

M. Brown and A. B. Cogger for plaintiff and appellant. (A. Broomfield of counsel.)
Joseph Barton for defendant and appellee. (Crane, Norris & Drew of counsel.)

CARPENTER, J.

March 4, 1901, the parties to this suit entered into a written contract by which said defendant (a graded school district in Mecosta county), employed plaintiff to teach its school for nine months, commencing September 3, 1901, at a salary of $30 per month. At the time this contract was made, plaintiff had a third grade teacher's certificate authorizing her to teach school in the county of Mecosta for the year ending June 29, 1901. July 31, 1901, the trustees of the defendant school district cancelled said contract with the plaintiff, and at once notified her of their action. August 24, 1901, plaintiff secured another certificate authorizing her to teach school in the county of Mecosta for the year ending August 24, 1902. September 2, 1901, plaintiff presented herself at the schoolhouse of the defendant district, and sought to perform her contract. Defendant refused to permit her to do this, and plaintiff brought this suit to recover damages. The case was tried without a jury. The court made a finding of facts, from which the above statement is taken, and rendered judgment for the defendant, on the ground that at the time the contract was cancelled plaintiff "held no certificate authorizing her to teach in the schools of (Mecosta) county, and was therefore not a qualified teacher."

We think the case of O'Leary vs. School District, 118 Mich., 469, justified the decision. Plaintiff in that case was employed to teach school three months, commencing September 21, 1896, with an agreement for a further employment of five months if she gave satisfaction. After teaching the three months, the board hired another teacher, and advised plaintiff that her services were no longer required. Her certificate from the board of school examiners expired March 28, 1897, or about two months before the expiration of the five months. She brought suit for damages and recovered judgment. This court reversed said judgment, saying:

> "She (plaintiff) had no contract for the five months and was in no position to make one for that length of time * * * The plaintiff could not make such a contract, as she did not possess the necessary qualifications therefor. The board was therefore released from any obligations under this contract, even though it could have been enforced if the plaintiff had been qualified to make it – a point which it is not necessary to determine here."

Plaintiff's counsel urge that that case is to be distinguished from this, because an examination of the record shows that Miss O'Leary could not have procured another certificate, while the plaintiff in this case could and did. That decision was not based upon the circumstance that Miss O'Leary could not qualify herself by procuring another certificate. It was based upon the principle that she could not, by reason of her not having such a certificate, make the contract which she sought to enforce. The case clearly decides that the statute (Sec. 4812, Comp. Laws 1897), requires the teacher at the time the contract of employment is made, to possess a certificate qualifying her to perform her contract; and this construction, in our judgment, is correct.

In this view of the case, the other assignments of error are immaterial. The judgment of the court below will be affirmed. The other justices concurred.

THRIFT TEACHING
IN THE
PUBLIC SCHOOLS
A STUDY OF
SCHOOL SAVINGS BANKS.

"Teach children self-denial, and make its practice pleasurable, and you create for the world a destiny more sublime than ever issued from the brain of the wildest dreamer."—*Sir Walter Scott.*

"The first thing that a man should learn to do is to save his money. By saving his money he promotes thrift,—the most valued of all habits. Thrift is the great fortune maker. It draws the line between the savage and the civilized man. Thrift not only develops the fortune, but it develops also the man's character."—*Andrew Carnegie.*

"If you know how to spend less than you get, you have the philosopher's stone." —*Benjamin Franklin.*

"Economy is half the battle of life."—*C. H. Spurgeon.*

"Frugality may be termed the daughter of Prudence, the sister of Temperance, the parent of Liberty. He that is extravagant will quickly become poor, and poverty will enforce dependence and invite corruption."—*Samuel Johnson.*

SCHOOL SAVINGS BANKS.

The supreme object of our public school education is to train the youth of our nation for citizenship. One of the essentials of good citizenship and an element which more than any other needs to be thoroughly inculcated in our national character is frugality, the "Parent of Liberty." If the public school is to fulfill its purpose, therefore, it must teach thrift. It cannot escape economic relations and duties.

Improvidence is an evil force that is threatening our national prosperity. Waste in domestic and national life is appalling. The logical remedy is the training of the young in habits of thrift and the inculcation, through educational means, of industry, temperance, and economy. This is the purpose of the School Savings Bank. Whatever else of good may accrue from it, its primal object is the forming and fixing of actual habits of saving and thrift. That this is accomplished is the unanimous testimony of school officers, teachers, and all who have had opportunity to view closely the working of the plan.

HISTORICAL.

The School Savings Bank is no longer an experiment. Over eighty years of successful operation in Europe and seventeen years of trial in America have led to its recognition by thoughtful educators as a most valuable adjunct to public education, practical in operation and eminently successful in results.

The development of savings systems in connection with public schools has been surprisingly slow but constant in its progress. According to the best authority the first School Savings Banks ever established are to be found in Goslar (1820), and in Apolda (1833), both German towns. France, however, was, in effect, the mother of the school savings movement; for in that country the idea was so carefully fostered and grew so rapidly in favor from the time of its introduction in 1834 that soon the school banks became a part of the French national system of education and are so today. Between 1874 and 1886 France established 24,000 school banks, with nearly half a million of depositors whose savings aggregated a trifle less than 12,000,000 francs or about $2,400,000. From Germany and France the movement spread into Belgium, being introduced into the schools of Gand in 1866, and from Belgium into other European countries. At present school banks are especially numerous in France, Belgium, England, and Scotland, but less popular in Germany, Austria, Switzerland, and Italy.

IN THIS COUNTRY

public attention was first called to the School Savings Bank system in 1876, by Hon. S. T. Merrill of Beloit, Wisconsin, and Hon. J. Pomeroy Townsend, now president of the Bowery Savings Bank of New York. Hon. John Eaton, then United States Commissioner of Education, in his "Circular of Information" No. 4, for the year 1881, gave an account of the aims, methods, and results of the system in France, Belgium, England, and Germany.

The first practical introduction of the idea in this country that met with success, occurred in 1885, when Mr. J. H. Thiry instituted a savings system, adapted from the European systems, in the public schools of Long Island City, New York. Schools in other cities and states rapidly took up the idea; the press and the pulpit were soon aroused in its favor and before long it had come to be recognized by educators as a potent factor in the educational activities of the nation. The story of this development is one of most intense interest but cannot be told here. The threefold benefit of school savings, to the child, the school, and the state, forced the movement to assume national scope and will bring about its widespread influence in the future.

STATISTICAL RESULTS TO JANUARY 1, 1902.

From a compilation of statistics made by Mr. Thiry we find that the School Savings Bank system up to January 1, 1902, was in operation in 1,479 schools in 118 cities of 24 states of America, and that the scholars of those schools had saved $1,309,611.00 of which $869,878.49 had been withdrawn, leaving a balance January 1, 1902, of $439,731.62 due depositors. During the year 1901 the system was adopted in 22 cities. The total deposits for the year amounted to $433,381.35.

WHAT A SCHOOL SAVINGS BANK IS.

There are various systems of school savings, differing somewhat in details of management, the essential features being, however, the same. In general, a School Savings Bank may be said to exist where a teacher collects or receives the savings of the pupils of her class. She may give the pupils credit on a blank provided for that purpose, delivering the money over to a savings bank directly or indirectly, or she may give in exchange for the money received, stamps which the pupil may take to the bank and get cash or credit in return. The former is, in general, the system which Mr. Thiry introduced into this country seventeen years ago. The latter, or stamp system, was first used in the schools of Grand Rapids, Michigan, where it was begun in 1894. Since that time three other Michigan cities have instituted school savings systems, viz.: Adrian, Albion, and Owosso. Adrian has the Thiry system, Albion and Owosso the stamp system.

For the purpose of looking into the practical workings of school banks in Michigan a personal visit was made to the four places mentioned above, by a representative of the Department and interviews obtained with a number of school officers, teachers, and bank officials. The information secured in this way is largely the basis of the following pages.

SCHOOL SAVINGS BANKS OF MICHIGAN.

GRAND RAPIDS.

The first school savings system in Michigan was introduced into the schools of Grand Rapids in 1894 largely through the influence of Mr. Charles W. Garfield, president of the Grand Rapids Savings Bank. While traveling in Europe, Mr. Garfield became interested in School Savings Banks in France and other countries of Europe. On his return to America, he investigated the matter further and finally brought it before the board of education of the city of Grand Rapids. After careful consideration it was voted to try the proposed system in four of the primary schools, beginning operations in September, 1894. The first month's trial was so phenomenally successful that the board voted unanimously to place the system in all the schools of the city below the high school.

From the public schools it spread at once to every parochial school in the city where it has had equal success.

THE DETAILS OF MANAGEMENT

are briefly as follows:

The Grand Rapids Savings Bank, which handles the business of the system, furnishes, free of charge, all stamps and other necessary appliances. Each teacher is provided with a leather purse for holding the money and a neat pocket-book containing five hundred penny stamps. At some stated hour, varying somewhat in the different buildings, the children are invited to bring their pennies and purchase stamps. Each pupil who desires to become a school savings depositor is furnished a folder upon which he places the stamps in the squares marked for that purpose. The folder holds fifty stamps and when it is filled the owner may go to the bank and get the money in exchange for it, or, preferably, make a deposit of half a dollar and receive a regular savings book. If the stamps are lost the pupil, of course, loses his money.

The teacher, after placing the money collected in her purse, delivers it to the principal of the school who keeps a record of the deposits of each room and in turn hands over the money from the whole school to a special bank officer who calls on the same day that the deposits are made. The bank collector returns to each teacher an amount of stamps equal to the amount of stamps sold, so that the teacher's pocket-book contains five dollars' worth of stamps constantly.

Following are the special rules of the bank governing the school savings department:

"This department of the bank is open every day during banking hours.

Folders should not be presented to the bank until they are filled.

Folders will be cashed only when a written order is presented, signed by the teacher, parent or guardian, or when the folder is presented by the parent.

Money deposited on the savings book will be paid on a check signed by the owner of the book, but the check must be accompanied by an order signed by the child's parent or guardian.

Any depositor in this department leaving the ward schools, can have account transferred to regular savings department upon application to the bank."

A special window, conveniently low for the young depositors, is provided and careful and courteous attention is given to the business of this department.

ADRIAN.

At Adrian we have the only example of the Thiry system in Michigan. Mr. A. E. Curtis, formerly superintendent of the Adrian schools, was most instrumental in obtaining its adoption. He gained the cooperation of the Lenawee County Savings Bank through its cashier, Mr. H. C. V. Hart, a very enthusiastic supporter of the system, and the sanction of the city board of education to put the system into effect in all grades below the high school, which was done in September, 1900.

DETAILS OF MANAGEMENT.

Each Monday morning deposits are received by the teacher. The pupil who wishes to depisit brings his money to her, presenting at the same time a card folder upon which she enters the amount deposited opposite the proper date, the dates of each Monday of the year being printed thereon, as is shown in the form below. This folder is the pupil's school bank book.

The teacher also makes a list of depositors with the amount deposited by each on a special blank like the following:

Deposited in the **Lenawee County Savings Bank,** to the credit of the

following Pupils of .... Grade .... Building

Date .... 190 .... Teacher.

ACCT. NO.	NAMES.	AMT.	REMARKS.

The whole amount received by the teacher is placed in an envelope, sealed, and delivered with the list of deposits to the superintendent who, after making record of the same, deposits it the same day with the Lenawee County Savings Bank. The bank furnishes free all blanks and other supplies and the labor required to keep the business part of the system running.

Usually, in the Thiry system, deposits are first credited by the city bank to a general account, then the amounts are transferred to the individual account of the depositor when he has reached a certain sum and a bank book is issued to him. The benefit of this arrangement is that the city bank is not perplexed with a lot of small accounts and the small depositors are getting their share in the interest of the general fund, whereas they would get none if they deposited in their own name. At Adrian, however, an account is kept with each individual depositor regardless of the amount of the deposit.

Any amount from one cent upwards is received by the teacher and when a pupil has a deposit of three dollars or more, he is provided with a regular bank book. Deposits of one dollar and upwards bear interest compounded semi-annually. Deposits cannot be withdrawn till amount reaches three dollars, and then only on the second Monday of each month, except in cases of sickness or removal from city.

To withdraw money requires the presence of the scholar, father or mother, and the signature of the superintendent. During the summer vacation of the school, deposits may be made or money withdrawn from the bank direct, the cashier acting during that time for the superintendent, but if the applicant is unknown to the cashier he must be identified before receiving the money.

The following are the forms for withdrawal check and for the envelope in which the savings of the room are enclosed by teacher and delivered to the superintendent:

Adrian, Mich.,______________1902. Account No.__________

Received of $__________

Lenawee County Savings Bank,

School Savings Department.

______________________________________Dollars.

____
Parent.

____
Depositor.

____
Superintendent.

WITHDRAWAL CHECK.

Public School Savings System

—of—

ADRIAN, MICH.

Grade..............................

Building..............................

Teacher,..............................

Amount,..............................

$.................................... 190....

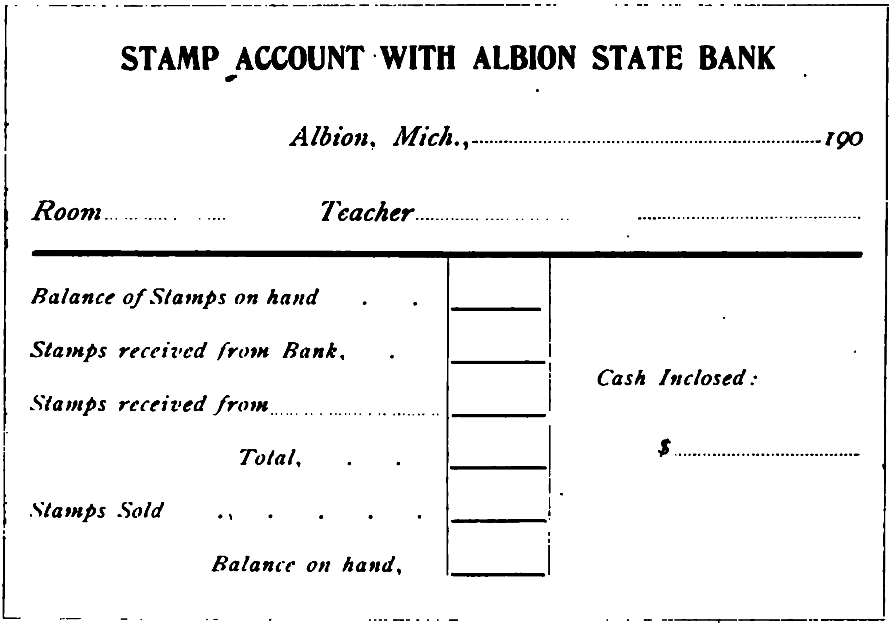
ENVELOPE.

ALBION.

In February, 1901, through the efforts of Supt. W. J. McKone and Rev. W. T. Jaquess, secretary of the board of education, the Grand Rapids system of school savings was inaugurated in the Albion public schools. In minor details only does the management at Albion differ from that at Grand Rapids. Perhaps the main difference is in the account kept by the bank with the teacher for the stamps received and used.

Each teacher is given a book with oiled pages for holding the stamps. No particular amount of stamps, however, is kept on hand. An envelope is also provided the teacher for each deposit day, in which the money collected is enclosed. Upon this envelope is kept a record of stamps received from bank, stamps sold, and balance of stamps on hand. An officer of the Albion State Bank, which handles the business of the system, calls and collects the envelopes on the day the deposits are made, retaining them as a record of the teacher's account with the bank.

The school savings department of the bank is open on Saturdays only, from eight thirty until twelve. The method of withdrawal and other details of operation are identical with the Grand Rapids management. Following is the form of teacher's envelope for enclosing deposits, upon which her stamp account is kept, also the form of deposit slip used by depositors when presenting their stamps at the bank:

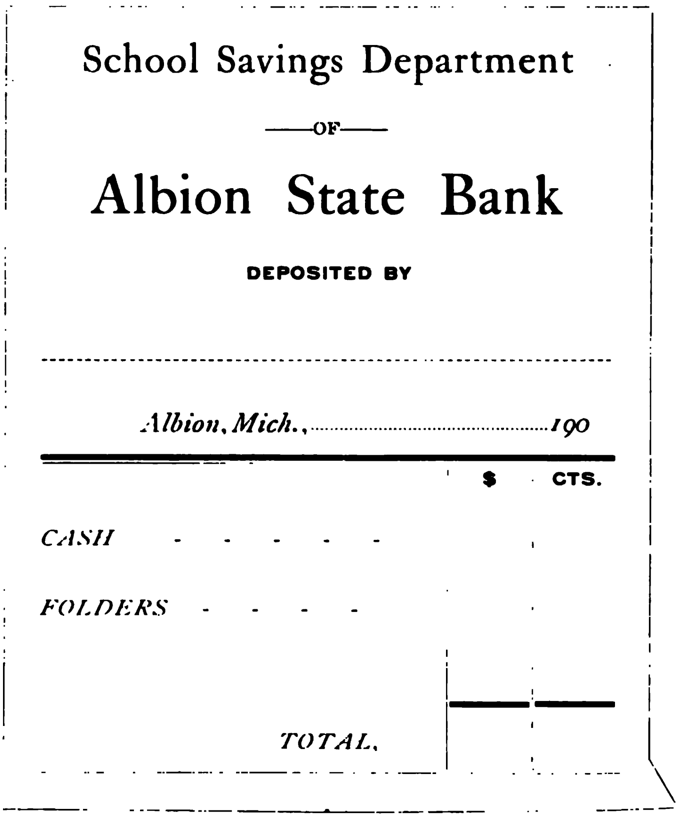


STAMP ACCOUNT WITH ALBION STATE BANK

Albion, Mich.,..*190*

Room.............. *Teacher*.............. ....

Balance of Stamps on hand . .		
Stamps received from Bank, .		
Stamps received from..................		*Cash Inclosed:*
Total, . .		$..............................
Stamps Sold		
Balance on hand,		



School Savings Department

—OF—

Albion State Bank

DEPOSITED BY

Albion, Mich.,..................................*190*

	$	CTS.
CASH - - - - - -		
FOLDERS - - - -		
TOTAL,		

Such in brief is the mechanism and operation of school banks in Michigan. That they are accomplishing the purpose for which they were established is shown in the subsequent statement of results. The following table gives the condition of the School Savings Banks in Michigan up to December, 1902:

No. of Order.	Name of Cities Which Have Adopted System.	No. of School-		Date of Introduction.	Present No. of Scholars Below High School		Total Number Depositors.	Amount		
		Houses.	Banks.		On Register.	Depositors.		Collected.	Withdrawn.	Due Depositors.
1	Grand Rapids..	35	35	Sep. 5, 1894	12,449	3,950	10,280	*	*	$26,949.00
2	Adrian........	6	30	Sep. 10, 1900	1,488	620	996	$4,857.77	$1,727.12	3,130.65
3	Albion........	5	5	Feb. 1, 1901	759	385	537	2,809.13	1,055.55	1,753.58
4	Owosso........	4	3	Mar. 18, 1901	1,400	568	952	4,199.70	1,320.39	2,879.31
	Totals........	50	73		16,096	5,523	12,765			$34,712.54

*Impossible to secure these items.

These statistics show that, measured by the general volume of the business and the actual amount of money collected, the plan has met with very satisfactory results. This money represents for some young men their start in business life. Many use the sum saved in small amounts through the school banks as a nucleus from which grows their future capital.

In studying the effects of the system, however, we should bear in mind from the first that the

COMMERCIAL ASPECT OF THE QUESTION,

which is likely to be held and is held by many, is not a true criterion of the success or failure of school savings. It is true that the amount of money collected is, in some degree, a measure of results but it is not and should not be taken as a criterion of success. The greatest benefits come, not from the saving of large amounts, but in the systematic saving of small amounts by a large number, so that the number of depositors is a much more important item than the amount of deposits. Savings are greatest in those districts where the parents are generally engaged in manual labor. It is quite safe to say that the amount deposited by the pupils of the various schools is an inverse ratio to the taxable property owned in the district. There are individual exceptions, but this seems to be the rule. In the upper grammar grades it is noticeable that the deposits generally decrease. To overcome these defects it has been found that stamps of higher denominations, say two, five, or even ten cents may be used wth good results.

THE SUPREME TEST OF RESULTS,

as stated before, is not found in the collection of large sums of money, but in the actual formation of thrift habits by the pupils. In some schools special inquiry has been made as to other methods of saving, such as building and loan associations, private banks, etc., and it was found that over two-thirds of the pupils were interested in either the

school bank or some other savings institution. Do pupils continue to deposit savings after leaving the grades in which the system is in operation, would seem to be the most vital question in this connection. Owing to the short term of experience in Michigan which precludes statistical proof, this can best be answered by the judgments of the bankers in charge based on their observations.

Mr. Charles W. Garfield, president of the Grand Rapids Savings Bank, says:

"The School Savings Bank has not been in effect here a sufficient length of time to give us statistics with regard to the percentage of customers who remain depositors for a period of years after leaving school, but there is every indication that the habit of saving and caring for money for definite purposes with regard to its use is one that does not leave the children as they leave the school."

At the Adrian bank the officers in charge stated that high school scholars who had been depositors in the grammar grades continue, as a rule, with the regular savings account or at least leave the full amount of their deposits in the bank. At Albion and Owosso the same fact was found to exist.

In support of this, teachers who have had the same pupils for two or more consecutive years testify that the tendency is not for pupils to withdraw after the novelty of the plan has worn off, but that they continue to make deposits from year to year.

Acting at the most impressionable period of the child's life, the effect of regular saving and earning, repeated week by week, cannot help but be strongly marked in his character growth. It adds the positive elements of industry, temperance, and economy and its moral value tends to check the growth of evil habits.

The children receive

PRACTICAL BUSINESS EXPERIENCE

which is of untold value to them in after life. Especially is this true where the young depositors go to the bank themselves with their stamps and money, where they meet business men in a business way, and where they learn much of banking procedure and business methods. A feeling of manly independence and self-reliance is aroused. The young depositor feels that he is of some importance and is thus encouraged to continue in saving. He learns most important lessons of the value of money, its wise use, and the methods of accurate account.

SAVING FOR AN OBJECT.

A most interesting phase of the question is brought out when inquiry is made as to the objects which pupils have in view in saving and the uses to which they put their money when withdrawn. The objection raised by some that the system tends to develop a miserly spirit is here refuted, for, of the many uses to which the money saved is put, those inspired by generosity and help to parents and others are among the most common. It should be firmly impressed upon the children that they should not hoard their pennies simply for the sake of saving but the real value of money is in its purchasing power and that some definite and proper aim for its use must be kept in view.

BOYS WHO HAVE EARNED AND SAVED.

Through the courtesy of Principal Ida M. Knettle of the Plainfield Avenue school of Grand Rapids, the writer was privileged to hear seven boys of that school, depositors in the school bank, tell how they had earned their money and how some of it was spent. One boy said that he had worked in a factory after school and on Saturdays and had bought a bicycle and a work on history with his savings. Another earned ten cents a week helping his mother and with his savings enjoyed a trip to Baltimore. Another, by running errands, had earned enough to buy himself a suit of clothes. Carrying papers was the employment of one boy whereby he had turned regular savings into the school bank, and caddying for golf players was the means through which another boy was enabled to furnish himself with clothing. One was proud, as well he might be, in saying that through his savings in the school bank he had helped his father in paying for their home. Another lad had saved thirty-six dollars through the summer, with part of which he had bought books. The value of such training as this is obvious.

A German boy had the largest account at Albion amounting to ninety-two dollars, every cent of which he earned by working in a malleable iron foundry afternoons, Saturdays, and during vacations, beginning in February, 1901. Another boy in the same school earned fifty-three dollars in shops and at odd jobs during a like period.

A teacher in the Albion schools told of one poor boy who came to her with a proud look in his eye and told her that, by saving his hard earned pennies and nickles, he had managed to deposit a dollar with which to buy his mother something for Christmas. Many scholars are known to be saving with a view to putting themselves through college. In the various schools visited many such instances as the foregoing were reported.

ONE OF THE VISIBLE BENEFITS

of the system is the decrease in the use of cheap confectionery and pastry which has resulted in so much harm to children. Special inquiry was made as to this point and teachers in each of the school bank cities testified that there had been a noticeable decrease in the amount of cheap sweets used by their pupils. Candy stores have been compelled to go out of business in some localities in Grand Rapids on account of the loss of trade owing to the school banks.

Although more difficult to ascertain, there is ample proof that there has been a like decrease in the use of tobacco, especially in the form of cigarettes, in schools where the banks are in operation. A teacher in the Norristown, Pa., public schools where the system is in use says, "Some boys have told me that they have given up the use of cigarettes to put the money in the savings bank."

Mr. Ed. H. Stein, secretary of the Grand Rapids board of education, says, "I believe that the savings system has materially reduced the purchase and use by pupils of cigarettes, thus aiding in the crusade against the evil."

In some places it is commonly known that owners of penny slot machines have complained of the falling off in the number of pennies found in the machines as a result of the advent of the School Savings Bank.

Whether School Savings Banks arouse

INTEREST IN THE PUBLIC SCHOOLS

on the part of patrons which would not otherwise be aroused is difficult to determine. At the time of its introduction, at least, when the matter is especially in the public eye, and as long as the workings of the system are kept before the public, there is every reason to believe that the agitation which ensues excites interest in public education and results in much benefit to the school.

Mr. Stein stated that, in his opinion, many patrons become interested in the Grand Rapids schools through the school banks. There is no question but that many parents become interested in saving and savings banks on account of the school banks and actually start accounts as a result of their children's participation in the plan. Many such instances are known.

OBJECTIONS ANSWERED.

Takes time and energy of teacher.—Ten minutes in a room of average attendance is sufficient for the entire operation of the system. The procedure has been so systematized that the teacher's work has been reduced to a minimum.

Places responsibility on teacher.—This objection has force only where proper precautions are not taken in regard to the safe keeping of stamps on hand or money collected. If teachers are careless there is danger of loss or theft, but where a secure place is provided for the stamps and where care is taken to use such place, or where stamps are kept during the week by the principal or superintendent this danger is minimized. The amount of stamps lost or stolen is surprisingly small. In the Thiry system the money is not kept by the teacher at all, so that there is absolutely no responsibility on her part.

Disturbs order of the school.—Teachers affirm that such is not the case, but rather, that it brings added interest and order to the school. It is a means of brightening the school work, especially to dull pupils. It is evident that if the greatest good is to be derived from school banks, they must have their place as a legitimate part of the curriculum and must be considered as much of an educational factor of the school as any regular study.

Tends to develop a miserly spirit.—This objection has been met and answered in another place. Not only are there numerous instances recorded of family want relieved and of liberal giving in a private way, but also of generous charity in times of special public distress. On the occasion of the Johnstown disaster, over two thousand of the pupils in the public schools of Long Island City, New York, contributed voluntarily $452 from their school savings to relieve the sufferers.

Harmful rivalry and feeling of inequality.—The system does not give rise, as some suppose, to injurious rivalry among pupils or to feelings of inequality among the rich and poor. Teachers especially encourage the saving of small amounts, so that children, no matter how poor, feel no embarrassment over their small savings. In some places the teacher takes part in the plan herself, making small deposits regularly, which tends to lessen still more the chance of any feeling of inequality which might be aroused.

FROM THE STANDPOINT OF THE BANK.

In view of the many apparent benefits of the school banks, it is surprising that their introduction has not been more general and rapid. This is not to be accounted for by the attitude of school officers, teachers, or patrons, for opposition from these sources has been almost entirely lacking. One probable cause is found in the fact that the school banking system is not a paying investment to the bank in charge, at least for the first few years of its operation. As a result there is sometimes a reluctance on the part of banks to cooperate in the plan.

It is the general thing for the bank to assume the cost of printing and of all necessary supplies. In addition there is the item of labor, which, in the Michigan banks, ranges from the work of one man for about four hours a week, as at Adrian, to the continual services of one man, as at Grand Rapids. In return, however, the bank receives much valuable advertising and the prospect, amply realized in many cases, of future returns; for the young depositors are very likely to remain permanent customers after they enter business life and, in addition, are more than likely to draw the business of their parents and friends to the bank.

In a circular letter sent to superintendents in charge of Michigan school banks the question was asked, do the banks that handle the deposits consider it a good business proposition or do they do it as a public benefit? In every instance the reply was, "Both." Two banks specified that the value of the school bank to the city bank is chiefly in its future outlook.

TESTIMONY OF BANKERS.

"Bankers may render valuable assistance in establishing School Savings Banks by cooperating with the principals and teachers. It may appear at first that the business is too small to bother with, but our fourteen years' experience proves to the contrary. I know of no medium that will bring a bank in closer relation with the people. Beyond the selfish consideration shines out the fact that one is benefiting humanity. I know of many cases where these school savings have relieved distress. As an educational feature of great merit the system must continue to spread."

J. H. SMEDLEY,
Sec. of Long Island City Savings Bank, N. Y.

"In this City (Camden, N. J.), where the benefits of the institution come directly under our observation, we notice that it is teaching the poorer classes how to save money, as many of the parents are depositing a small amount weekly through the agency of their children which otherwise they would have felt a delicacy about depositing in a regular savings fund, owing to the smallness of the amount. We regard it as a grand educational feature, one which should be introduced into every school, so that the rising generation might be more thoroughly taught to appreciate the value of small savings."

F. H. LONGSTRETH,
Sec. and Treas. of the Security and Trust and Safe Deposit Co., Camden, N. J.

"While the school savings system means additional labor and expense for the bank and is certainly not an immediate paying investment, yet we think it may have a future as the pupils grow up. Its benefits to the scholar must be great, as it teaches him business methods as anyone would readily observe if he could see the first deposit made by the boy or girl and after a time, note the confidence and business-like manner attained. If for no other reason than the above the savings bank system is of untold benefit."

EUGENE P. ROBERTSON,
Pres. Albion State Bank.

"We introduced the school savings system in the Owosso schools, March, 1901. We believe it to be to the advantage of the schools from an educational standpoint and to the advantage of the bank, a good investment for future business."

I. H. KEELER,
Pres. Owosso Citizens' Savings Bank.

HOW TO INSTITUTE.

1. Any person who has the interest of the public schools at heart may properly take the initiative in the movement. In a majority of cases the introduction of the school bank has resulted from the efforts of the superintendent, principal, or teacher, although in many instances the introducer has been a member of the school board or a bank official. The National and World's W. C. T. U. has a special department which is seeking to forward the movement and a number of banks have started through the influence of Mrs. Sara L. Oberholtzer, the efficient superintendent of that department.

2. Authority to institute a school banking system must be secured from the school board, in which body rests the power to authorize such movement.

3. The cooperation of a savings bank must next be secured and an agreement made as to details of management, by whom cost of supplies and printing shall be borne, etc. At this time should also be determined the system to be used, whether the Thiry system or the stamp system. If the former is chosen, right to use the copyright card must be secured from Mrs. S. L. Oberholtzer, 1905 Tioga St., Philadelphia, Pa., who has for sale all supplies to be used in connection with the Thiry system. The folder and other blanks of the stamp system are not copyrighted and may be adapted to any local conditions and made up by any printer.

4. The next step should be to arouse general interest in the plan by inserting in the local press several articles describing the system favorably. Much may be made of the action of the board in adopting the plan. The matter should be thoroughly agitated among teachers and school officers. Conferences for this purpose would be beneficial.

5. Several days before the date selected for the formal beginning, a circular should be issued to the patrons and friends of the school, which should tell the purpose of the system, how it has succeeded in other places, should describe briefly but plainly the practical working of the plan, and state when it is to be put in operation. In soliciting the cooperation of the parents, it should be emphasized that it is not desired to place any burden upon the parents for the maintenance of the system, but that the saving of the small amounts which result from the industry of the children is of more value than the saving of larger amounts which are given outright by the parents.

THE ATTITUDE OF THE PARENTS

is second in importance only to that of the teacher. Where parents in a practical way encourage their children in industry or offer rewards for scholarship, there is a noticeable increase in deposits and in general interest. Parents are, with few exceptions, favorable to school banks and see the advantages of encouraging their children to start and continue in the system.

6. The pupils should be notified of the proposed plan a few days before

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its introduction in talks by the superintendent, principal, or teacher. They should be told of the benefits which will result from learning habits of thrift and of the harm that may come from spending their money for worthless things. Examples from lives of the great men of our land who have been noted for their thrift may be profitably cited. The details of the plan to be adopted should be plainly set forth and the children invited to bring their savings on the day appointed.

A meeting of the teachers should also be held previous to the date of starting, and they should be thoroughly informed as to the part which they are expected to take. Special emphasis should be placed on

THE ATTITUDE OF THE TEACHER,

for it is recognized that upon the teacher more than upon any one else depends the success of the plan. Indeed, it may be said that the beneficial results of school savings are directly proportional to her interest and enthusiasm. If she is enthusiastic the result may readily be recognized in the increased amount of deposits and number of depositors. If she is indifferent toward it, a corresponding decrease is noticeable. This is substantiated by the reports of the banks in charge which show that under certain teachers the deposits are of uniformly large or small amounts, the same class as it advances making deposits in the various grades, proportionate to the enthusiasm of the teacher. As a rule, teachers are in sympathy with the movement and are willing to do their utmost to secure successful results.

HINTS TO TEACHERS.

1. Don't fail to deposit a small amount regularly yourself, for your own good and to encourage your school.
2. Encourage the saving of small amounts, paying more attention even to pennies than to dimes.
3. Make the school work in connection with the system as orderly and business-like as possible.
4. Count the school bank as strictly a part of the curriculum and as susceptible of educational application as any subject.
5. Strive to secure the cooperation of parents.
6. Remember that upon your sympathy and enthusiasm rests the entire success of the system.
7. Give the School Savings Bank all the educational value possible.
8. Short talks on economy with stories of such men as Marshall Field, Russell Sage, P. T. Barnum, Andrew Carnegie, may be made of great benefit in emphasizing the value of habits of thrift and saving. Interest, dividends, and other banking subjects may be explained with profit.
9. Teach that economy is as much wise spending as wise saving. There should always be an object in saving.

TESTIMONY OF EDUCATORS.

"Frugality is one of the most important factors of citizenship. After a trial of fourteen years of the School Savings Bank system in America and its indorsement by the highest educational authorities, with the value of its effects well proven, why should not the reformers and educators familiar with the present sociological civilization encourage its universal establishment? Among the numerous services demanded of the teacher not one should receive from a grateful public more commendation than the introduction into their classes of practical lessons in thrift and economy."

J. H. THIRY,
Ex-School Commissioner of Long Island City, N. Y.

"If every child can be trained to save and, as well, given the knowledge which assures his earning, much will be done towards protecting the very poor from the temptations and sufferings of poverty. The School Savings Banks have already yielded excellent results in this direction. The system tends to prevent pauperism, crime, intemperance, prodigality and various vices, and to make children thrifty, orderly, economical and discriminating in each use of money. It has its influence upon all phases of economy and propagates virtue."

WILLIAM T. HARRIS, LL. D.,
United States Commissioner of Education.

"It affords me pleasure to bear testimony to the value of the thrift teaching in connection with the School Savings Banks as they have been introduced into some of the schools in Pennsylvania. Careful management of these savings and the teaching of thrift by this means will prepare the pupils for their future duties as citizens and the makers of homes."

NATHAN C. SCHAEFFER,
Superintendent of Public Instruction, Penn.

The following letter was received from Mr. Charles W. Garfield, President of the Grand Rapids Savings Bank, who, perhaps, has had more to do with the success of school savings in Michigan than any other man.

Grand Rapids, Mich., Dec. 22, 1902.

Hon. Delos Fall, Superintendent of Public Instruction, Lansing, Michigan:

Dear Sir: In answer to your inquiry concerning the school savings bank system in our city and what it is accomplishing, allow me to say that since its establishment in 1894 the results have exceeded our most sanguine expectations. It is very difficult to state *definitely* the results, but from figures which you have in your hands the volume of the business is apparent. One of the incidental results that has been most attractive to us is the use of money thus saved in so many emergencies which have come under the observation of employes of the bank. The stories of real life in which children's savings have accomplished so much in the way of relieving very serious conditions would make a volume as interesting to read as any book of children's stories issued by a publisher. We can see a wonderful improvement in methods of doing business over our counters on the part of young people who have come up under this practical education in business affairs. Little people who have to stand on tip-toe to perform the bank transactions become very business-like in their methods as a result of this training. Correct information is given with regard to banking business, and if this could be accompanied with correct instruction within the school we would find young men and young women entering upon business careers with a valuable asset that is so often lacking in young people as they come out of our schools. When I recall what a large percentage of the pupils of our schools must go into active earning life at a very early period in their careers, the importance of this kind of tuition is strongly emphasized to my mind.

The success of this enterprise, in connection with school work, depends almost entirely upon the enthusiasm of the teacher, and we have tried to impress upon our school management the importance of requiring of the teachers as careful and thoughtful work in this branch of the work as in any part of the curriculum.

We feel warranted in this because it has to do so largely with success in getting on in the world.

The principal objection to the whole plan on the part of some of our school patrons was that it would tend to awaken and develop miserly habits on the part of the children and make them selfish. When, however, the whole plan was explained that there was nothing in the plan of tuition which does not indicate that the object of saving is for some definite purpose, this objection was swept entirely away.

I shall be glad, as the plan develops here, to give you or your office such statistical matters as may be developed, for your use, and I trust that the Department of Public Instruction will urge upon the school management of our cities the importance of taking this work up in connection with the developing of a most important part of the children's education.

Yours very truly,
CHARLES W. GARFIELD.

"I want to say this about the school savings system in our city: First, I know that very many who were pupils and depositors in our schools but who have graduated, either from the grammar or the high schools, still carry savings accounts in some of the banks of the city. In many cases the parents have also been induced to put their savings in the bank. I have frequently observed, among the children in my neighborhood, that they are using these savings for buying clothing or books, or that boys have bought routes for carrying papers, thus demonstrating the desirability of a savings fund.

Another proof of the good accomplished, is the fact that the transient candy and confectionery stands that usually did business near some of our schools, have nearly all quit on account of lack of patronage. I believe that the savings system has also materially reduced the purchase and use by pupils of cigarettes, thus aiding in the crusade against this evil.

I can truthfully say that those pupils who are depositors appear to have the best idea of the uses to which money should be put, and I would most earnestly advise that the system in some form, according to local conditions, be generally adopted in the public schools of the state."

ED. H. STEIN,
Sec. of Board of Education, Grand Rapids.

"I believe that the school savings system is a step in the right direction, for I am convinced more and more each year that the things learned from books are of very little practical value only as they serve as a guide to future investigation.

The ability to save money is almost one of the lost arts among the poor of our land. They earn enough to keep themselves in plenty, but do not know how to invest it wisely and to the best advantage. If they are not taught the value of money and how to save it while they are in school, the chances are that they will never learn it, and each generation will be as improvident as those that preceded it.

I believe that to be taught along this line of economics is one of the fundamentals of a practical education. We are very much pleased with the results obtained here, and it is growing in favor both with pupils and parents each year. I hope to see it come into universal use in the schools of the state."

P. J. WILLSON,
Superintendent Adrian Public Schools.

"I am pleased to say that our experience with the School Savings Bank has been exceedingly satisfactory. I have never heard one word of opposition or fault finding, while it has been a very frequent incident to have the hearty approval of some parent or taxpayer. I have never had occasion to repent its introduction, but, on the contrary, have become more and more convinced of its value to the young people and to the city. I see no reason why it should not be introduced everywhere with equal success. I can indorse the plan unconditionally."

W. J. McKONE,
Superintendent of the Albion Public Schools.

"As a department in our public schools for the teaching of economy, thrift and business habits, I consider the School Savings Bank of great value, and any system of public education is incomplete without it."

W. T. JAQUESS,
Secretary Board of Education, Albion, Mich.

"The school savings system of the city has worked out good results. It has been in operation since March, 1901. It teaches the pupil to be saving, to transact business, and to appreciate values. The feature of having the child go to the bank himself with his folder of stamps and make his own deposits, is a very valuable feature. It brings the child in contact with business men, and the whole scheme means more to the child. When he writes his name in the signature book at the bank he becomes a real business man. I commend this system and would like to see it extended."

J. W. SIMMONS,
Superintendent of Owosso City Schools.

School Savings Banks were introduced into the 19 public schools of Chester, Pa., February, 1890; 1,685 depositors had to their credit, January 1, 1902, $22,475. The collections in the 12 years were $63,516.63.

"The public schools of Chester have given a very satisfactory trial of the savings bank system, and now consider it a necessary adjunct to school work. There is not a dissenting voice in the community, and the movement is consequently without friction. Everybody is disposed to encourage and help it along. The daily working of the plan is a constant lesson in frugality and provident economy to all classes such as could be gained in no other way. The average deposit per week by a school population of 4,500 is $350."

C. F. FOSTER,
Superintendent of the Public Schools of Chester, Pa.

"The School Savings Bank, as it exists in the Borough of Queens, N. Y., has been very successful. It has been in operation in the schools of Long Island City since 1885. Schools in other parts of the borough have taken it up with great success. Self denial, frugality and the habit of saving, are positive virtues, and these are inculcated by this system. The amount of money saved by the pupils of the schools, which is by no means small, is secondary in importance to the fact that it brings about a positive habit of thrift and order and that it prevents waste, intemperance and other vices."

EDWARD L. STEVENS,
Superintendent of Schools for the Borough of Queens, New York City, N. Y.

"The School Savings Banks were introduced here, in Parral, Mexico, three months ago. All the schools of the city, both public and private, have taken up the system with enthusiasm, and three hundred dollars have been already deposited by the scholars. In this country, on account of the general improvidence and wastefulness prevailing among the common people, there is very special need of just this sort of training.

OTIS C. OLDS,
Station Missionary at Parral, Mexico.

The Schools Savings Banks System is in use in the Model School of the West Chester, Pa., Normal School, in West Chester, Pa. Dr. G. M. Philips, Principal of the West Chester Normal School, who is an able advocate of School Savings Banks, says, under recent date:

"I am a believer in School Savings Banks. One of the advantages of their introduction into the Model Schools of our Normal Schools would be the acquainting of the future teachers of the State with them and their workings. It would be of incalculable value to the people if they were introduced into all public schools."

"School Savings Banks have proved a most amazing success in this city. The results have gone beyond our dreams. We have been collecting 20 weeks and have already $500 on deposit. Boys who have never saved or owned a cent for twenty-four hours are now self-respecting boys with a little capital and something to focus effort around. More than this is the disappearance of the cheap sweets which kept the children in a state of physical ferment and unrest causing unnatural and abnormal appetites that nothing would satisfy.

The work is great, sound and vital and God speed its success everywhere."

MARY S. SNOW,
Superintendent of the Bangor, Maine, Public Schools.

"The interest in the system has not in the least abated. The children's deposits during the month just closed were $1,400. I wish to emphasize the idea that it does not create a spirit of parsimony and jealousy. Money that might have been foolishly spent has been used for family support in times of need. Some boys have told me they gave up the use of cigarettes to put the money into the Savings Bank. The habit of saving money continues with the pupils after they leave school. They learn, too, that it is more blessed to give than to receive."

PROF. J. K. GOTWALS,
Superintendent of Norristown Public Schools.

"The School Savings Bank is a very popular feature in the 17 schools of Tacoma, Washington. The system is invaluable as an aid to character building, in the practical lessons it teaches of economy, self-denial and industry. I do not think the parents, children or teachers would be willing to relinquish this part of the school work, which has in this short time proven its value so thoroughly."

ELLA J. FIFIELD, M. D.,
Member of the Board of Education of Tacoma.

"This is to certify that the School Savings Banks System has been in operation in our public schools four years, and that it has been a very profitable part of our school work. We find the best harmony existing among our depositors. Parents are in accord with the movement and the teachers have a great interest in its success. We find the larger number of depositors come from the homes of the ordinary working classes. We have never found one pupil dishonest or using fraudulent methods to secure his deposits.

I am thoroughly in accord with this savings system and can recommend it cordially to schools where it is not yet in use. It takes very little time to do the extra work. In order to keep up the pupil's interest the teachers should themselves manifest a strong interest."

CHAS. B. BOYER,
Supervising Principal, Atlantic City, N. J., Public Schools.

EXAMINATION QUESTIONS

FOR

COUNTY CERTIFICATES

1903.

I. REGULAR COUNTY EXAMINATION, MARCH.
II. REGULAR COUNTY EXAMINATION, JUNE.
III. REGULAR COUNTY EXAMINATION, AUGUST.
IV. REGULAR COUNTY EXAMINATION, OCTOBER.

COUNTY EXAMINATIONS.

I. Question prepared by the Superintendent of Public Instruction for the regular examination, March, 1903.

ALGEBRA.

FIRST GRADE.

1. Find the sum of $\frac{1}{a^2 - b^2}$, $\frac{1}{(a + b)^2}$ and $-\frac{1}{(a - b)^2}$.
2. Factor $x^2 - 7x - 30$; $4a^4 - 13a^2 + 1$.
3. Divide $7 - 3\sqrt{10}$ by $5 + 4\sqrt{5}$.
4. Discuss the following operations upon exponents:
   (a) Subtraction.
   (b) Multiplication.
   (c) Division.
5. $x^3 + y^3 = 36xy$.
   $x + y = 24$. Find values of x and y.
6. Hiero's crown weighed 17½ pounds. Archimedes found the specific gravity of gold to be 19½, of silver 10½, and of the crown 14⅝. How many pounds of gold in the crown?
7. Discuss $x \pm y$ as divisors of the binomial $x^n \pm y^n$.
8. A man has *p* hours at his disposal. How far can he ride in a coach that goes *m* miles an hour and return at the expiration of the time, if he walks back at the rate of *n* miles an hour?
9. A and B run a race of 300 yards. The first heat, A gives B a start of 40 yards and beats him by two seconds; the second heat, A gives B a start of 16 seconds and is beaten by 36 yards. How many yards can each run in a second?
10. Derive the formula for the sum of a geometrical series and find the value of $.93\dot{6}$ in the form of a simple fraction.

SECOND GRADE.

1. Simplify $x - [x - \{2x - 3 - [4x - 5 - (6x - \overline{7x - 8})]\}]$.
2. Divide $x^3 + y^3 + 3xy - 1$ by $x + y - 1$.
3. Factor (a) $x^2 - 23x - 24$;
   (b) $3x^6 + 39x^3 + 66$;
   (c) $x^2 + (a + b)x + ab$:
   (d) $75a^2b^4 - 108c^2d^4$;
   (e) $a^2 - b^2 - c^2 - 2bc$.
4. Simplify $\dfrac{\dfrac{x^4}{x + 1} - \dfrac{1}{x^4 + x^5}}{x^3 + x + \dfrac{1}{x} + \dfrac{1}{x^3}}$

5. Prove $x^{-3} = \frac{1}{x^3}$ and state the principle which it illustrates.
6. Solve: To find values of the unknown quantities.

$$\begin{aligned} x + y + z &= 6 \\ x + y + u &= 7 \\ x + z + u &= 8 \\ y + z + u &= 9 \end{aligned}$$

7. **The sum of the digits of a number between 400 and 500 is 9. If the digits be reversed, the second number will be 36/47 of the original number. What is the number?**
8. **In a meeting of 48 persons a vote was carried by a majority of 18. How many votes for and against the motion?**
9. **Said A to B: "Give me ¾ of your marbles and I shall have 100 marbles." Said B to A: "Give me ½ of your marbles and I shall have 100 marbles." How many had each?**
10. **A steamer can run 20 miles an hour in still water. If it can run 72 miles with the current in the same time that it can run 48 miles against the current, what is the speed of the current?**

ARITHMETIC.

FIRST AND SECOND GRADES.

Mental Work.

Write full analysis. Second grade applicants answer first five. first grade applicants last five. 25 credits for this work. Marking should be made almost entirely upon the analysis. Mere solutions should receive no credit.

1. **9 men in 8⅓ days can perform a piece of work. How long for 10 men to perform it, if the tenth man does one half as much as each of the others?**
2. **I sold 12 acres more than 7-10 of my land and had 33 acres remaining. How much had I at first?**
3. Explain dividing a number into parts having the relation ½, ¾, and ⅘?
4. What must be the annual dividend on stock costing 300 that the investment may pay 5 per cent?
5. Lost $150 by buying stock at 1¼ per cent premium and selling at 1¼ below par. What was the face value?
6. The square of half a number is 9. What is the cube of the number?
7. Sold a horse at a loss of 16⅔ per cent. Had it cost $100 less, I should have gained 25 per cent. What was the selling price?
8. By using false weights, a grocer receives 33 cents instead of 32 cents. How many ounces in his false pound?
9. (a) Why is 2 a factor in the product of any two consecutive numbers?
   (b) Why is 8 a factor in the product of any two consecutive even numbers?

Written Work.

First grade applicants solve last five, second grade solve first five.

1. A cubic foot of water weighs 1,000 oz. Marble is 2.8 times as heavy. What is the weight of a marble shaft 4 feet in diameter and 50 feet long?
2. The estimated State tax levy for the years 1903-4 is $6,234,978.76. Of this amount $1,200,000 is for general purposes, and $415,725 for the normal schools. What per cent of the general tax is for the expense of the normal schools?
3. I insured my house at ⅔ its value, paying $151. If the rate was 75c on $100.00 and the policy cost $1.00, what was the value of the house?
4. For how much must a cargo of wheat worth $23,400 be insured at 2½ per cent so that in case of loss I may recover both the value of the wheat and the premium?
5. ⅓ of a boat was owned by A, ⅖ by B, and the undivided remainder by C and D in the ratio 1 to 3. C paid D $2,000 to equalize their interests. What was the value of the boat at the same rate?
6. At what price must 4 per cent stock be purchased that it may yield 5 per cent annual income?

7. If 300 men in 300 days clear 300 acres of land, in how many days will 9 men clear 15 acres?
8. A milkman buys daily 100 gallons of milk at 10 cents a gallon in a measure that is 3-32 too large, and sells at 5 cents a quart in a quart measure that is one gill too small. How much does he cheat his customers in the month of July?

THIRD GRADE.

Mental Work.

Twenty-five credits for this work. Marking should be made almost entirely upon the analysis. Mere solutions should receive no credit.

1. Purchased lead pencils at 3 for 2 cents and sold them at 6 for 5 cents. How many must I sell to make or lose $5.00?
2. Show as to a class that multiplying both terms of a fraction by the same number does not change its value.
3. What is that which being increased by its ⅜ amounts to ⅝?
4. If 12 men do a piece of work in 8⅓ days, how many men must be added to the force to complete it in 5 days?
5. A and B entered into partnership, A putting in $500.00, B $600.00 for half the time. They lose $88.00. How much of the loss should each man stand?

Written Work.

CLASS B.

1. State your estimate of the length and breadth of the room in which you are writing this examination, and draw a diagram of it on a scale of ⅛ inch to the foot.
2. How many fence-posts will inclose a square 10-acre field, if they are set 10 feet apart.
3. My agent sells for me, at a commission of 5 per cent, 1,600 barrels of flour at $3.50 per barrel, and invests the proceeds in railroad stock at 66⅝, brokerage ⅛. How many shares do I receive?
4. What are the advantages in having the pupil indicate the steps in the solution of a problem without actually performing the work?
5. How many yards of carpeting, ¾ yard wide, will it take to cover a room 24 feet long and 17 feet wide, strips to run lengthwise?

CLASS A.

1. Give the different steps in the process of reducing gills to barrels.
2. "Teach first the *how* and then the *why*." Justify this in a primary number class in subtraction.
3. Write a number containing 3 units of the fourth order, 2 of the second, and 5 of the first.
4. Find the L.C.M. of 12, 16, 28, and explain the process as to a class.
5. If ⅗ of a number is 9-11 less than ¾ of it, what is the number?

MENTAL ARITHMETIC.

ALL GRADES.

Note.—(1) Distribute these lists among all the applicants, placing them face down upon the desks.

(2) Each applicant write his number or name across the back of the list.

(3) At a signal from the commissioner, all reverse the papers and, in the *right-hand margin*, write as many answers to the first 19 questions as possible in 15 *minutes*. All then work No. 20, 5 minutes allowed for it.

(4) At the second signal, all again reverse the papers, when they will at once be collected by the examiners.

Give (a) *one-fourth per cent* for each answer written, (b) *one per cent* additional for each *correct* answer, making 25% for this part of the examination.

1. Having 12 marbles, I lost 4, and afterwards found five times as many as I lost. How many had I then?

2. From a barrel of flour 25 pounds and 85 pounds were taken. How many pounds remained?
3. Three boys together had 100 cents. The first had 27 and the second 29. How many had the third?
4. A and B were in partnership, A putting in $45.00 more than B. After they made $68.00, their capital was $200.00. How much did each put in?
5. What number is as much less than 40 as it is greater than 28?
6. If 25 sheep cost $125.00, how must they be sold each to gain $75.00?
7. A man earns 25 cents per hour and his son 15 cents. When the boy has earned $1.50, how much has the man earned?
8. What is 33⅓ times 7½?
9. A piece of work takes a gang of 8 men 15 days. How many days will it take if two of the men are sick?
10. 8 + 2 × 8 = ?
11. ¾ of 12 are how many times ½ of 10?
12. 15 − 4 × 2 = ?
13. ⅝ of 24 is what part of 25?
14. How many acres of land, at $75.00 an acre, can be bought for $1200?
15. What cost 62½ acres of land at $48.00 per acre?
16. How far can a man walk in 3⅓ days of 7½ hours each at the rate of 4 miles an hour?
17. 2 cwt. 75 lbs. are what part of a short ton?
18. What per cent of 2 bushels is ½ peck?
19. Bought pencils at 4 for 5 cents and sold them at 5 for 6 cents. What per cent did I gain or lose?
20. What number diminished by 15 per cent of itself is 51?

BOTANY.

FIRST GRADE.

1. What is the basis of the division of the vegetable kingdom into phanerogams and cryptogams?
2. What are the conditions under which germination of seeds will take place?
3. Describe fibrous roots, adventitious roots, aerial roots, root hairs.
4. Explain propagation by means of rhizomes, cuttings, budding.
5. Give an experiment which will prove that plants breathe.
6. Describe botanically the different arrangements of leaves on the stem.
7. What are the chemical elements of plants and where does the plant secure them? What is chlorophyll, and what its use?
8. How is the digested food distributed in plants which have a definite bark?
9. (a) Name five forms of flower clusters.
   (b) Define apetalous, staminate, sterile flowers.
10. Give all the points to be observed in classifying a plant.

SECOND GRADE.

1. Define botany, a plant, a seed.
2. Draw an apple leaf, horse chestnut leaf, dandelion leaf, strawberry leaf, shepherd's purse and give botanical name of each form.
3. Describe exogenous and endogenous stems.
4. Describe and name, if possible, the seed or fruit of the following: peach, pumpkin, currant, walnut, buttercup.
5. Name the parts of a complete flower and give an example.
6. What is included in the term inflorescence?
7. Describe a legume, a capsule, a follicle, a pyxis.
8. Name the parts of a complete plant.
9. What house plants are best adapted for growth in the schoolroom? Why?
10. Name the wild flowers that grow in the vicinity of your home.

CIVIL GOVERNMENT.

FIRST AND SECOND GRADES.

1. State reasons for and against the election of United States senators by the people.
2. (a) What is the meaning of the expression, "The United States Senate never dies"?
   (b) In what way are United States senators more important than United States representatives?
3. (a) In what case does the President of the United States exercise legislative power?
   (b) In what case does the United States Senate exercise executive power?
4. Name and explain five of the most important powers of Congress.
5. Discuss the "Right of Eminent Domain."
6. In case of failure of the electors to elect, how is the President chosen? Why in this manner rather than by a majority vote of all?
7. Discuss the Supreme Court of Michigan with reference to its members, organization, terms of office, salaries, and election of next member.
8. (a) When were the members of the present State legislature elected?
   (b) When did the legislature convene?
   (c) Who are the presiding officers?
9. Explain one of the important questions discussed by Governor Bliss in his second inaugural message and give his position on the question.
10. (a) What amendment to the state constitution relative to punishment for crime was passed at the last election?
    (b) What are some of its advantages?

THIRD GRADE, BOTH CLASSES.

1. What are the qualifications for President? Why should the members of the Cabinet have the same qualifications?
2. (a) What is the number of your congressional district?
   (b) Who is the Congressman from your district? What is his salary?
   (c) When will his term of office expire?
3. It is said that the President does not always receive a majority of the votes cast. Explain how this can be true.
4. State the following with reference to the judges of the Supreme Court of the United States: (a) method of appointment, (b) term of office, (c) salary.
5. Discuss patent rights and copyrights.
6. (a) Is the President's veto final?
   (b) What is a "pocket veto"?
7. (a) Name five of the powers of Congress.
   (b) Which one seems most important to the masses?
8. (a) Who are the present State officers?
   (b) Which are serving their first term?
9. (a) Name the members of the county board of examiners of your county.
   (b) When will the commissioner be again elected?
   (c) For how long a term?
   (d) When will his term of office begin?
   (e) What is his salary?
10. Outline, as for a class, a lesson in civil government.

GENERAL HISTORY.

FIRST GRADE.

1. What were the results of the conquests of Alexander the Great?
2. (a) Who is the present ruler of Russia?
   (b) "After us the deluge." Explain in connection with the French revolution.
3. Compare the effect of the Reformation in France and in England.
4. Speak of the present Ottoman Empire with regard to (a) government, (b) power, (c) religion, (d) importance as a nation.

5. What is meant by the Renaissance, the First Triumvirate, Magna Charta, Edict of Nantes, Home Rule?
6. What is the Exile system? Nihilism?
7. Mention the effects upon civilization of the Saracen invasion.
8. Give the causes and results of the war of Austrian Succcession.
9. (a) Who is colonial secretary of England?
   (b) Give some of the results of the Boer war.
10. Why are the following people prominent figures in the public eye: Bowen, King Oscar, J. P. Morgan, Colonel Lynch.

SECOND GRADE.

1. Mention five important battles prior to the first century, A. D., naming one leader of each and giving the result.
2. Name three Roman structures of today that are historically interesting, with a statement concerning each.
3. Give an account of the partition of Poland.
4. Briefly characterize the present Emperor of Germany.
5. (a) What was the Holy Alliance of 1815?
   (b) Who were the Covenanters, Royalists, Hussites, Iconclasts, and Communists?
6. State five important events in English history during the reign of Queen Victoria.
7. What were the causes of the Crimean war?
8. How do you teach current history?
9. Name and make a statement concerning a prominent German, Englishman, Russian, and Frenchmen of to-day.
10. (a) Who is our Minister to Venezuela?
    (b) State the parts taken by Germany, Italy, England, and the United States in the Venezuelan affair.

GEOGRAPHY.

FIRST AND SECOND GRADES.

1. What effects have prevailing winds on climate? Give four notable examples.
2. How does the amount of freight carried between countries by water compare with that carried by land? Why?
3. Why is the United States able to produce at home nearly all the necessities and luxuries of life? Explain fully.
4. Define continental divide, glacier, geyser, delta, barrier reef.
5. (a) Define and explain tides.
   (b) Name and locate four ocean currents.
6. Name the chief imports and exports of the United States.
7. (In teaching cities, fix in the child's mind why important, their location, and what he might see should he visit them.)
   State what you would teach in regard to Philadelphia, Boston, Berlin, Pekin, Cairo.
8. What are the chief occupations of the people in China, France, South Africa, India, Mexico?
9. Locate New York accurately, then give directions and approximate distances to Detroit, Chicago, Baltimore, St. Louis, Atlanta.
10. (a) What parts of geography do you aim to teach most thoroughly? Why?
    (b) Specify some subject matter found in the average text-book which may profitably be omitted.
    (c) What supplementary matter may profitably be used?

THIRD GRADE, CLASS B.

1. Define erosion, detritus, glacier, geyser, delta.
2. Locate Singapore, Melbourne, Quebec, Hamburg, Venice, Cape Town, Santiago
3. Name ten counties of Michigan which were named for prominent citizens of this State or of the United States.

4. (In teaching cities, fix in the child's mind why important, their location, and what he might see should he visit them.)
   State what you would teach in regard to Quebec, San Francisco, New Orleans, London, Paris.
5. From what countries do we import raisins, silk, hemp, lumber, dye woods?
6. What do we export to Russia, China, England?
7. Give the area of Michigan, the population, and name and locate the cities having a population of over twenty-five thousand.
8. Name the mineral productions of South America.
9. Trace a trip by water from Chicago to Havana, naming important cities you would pass.
10. Outline a lesson on the surface and drainage of your county suitable for fifth grade.

CLASS A.

1. What uses have you made or would you make of the sand table?
2. Locate Singapore, Melbourne, Quebec, Hamburg, Venice, Cape Town, Santiago.
3. Name ten counties of Michigan which were named for prominent citizens of this State or of the United States.
4. (In teaching cities, fix in the child's mind why important, their location, and what he might see should he visit them.)
   State what you would teach in regard to Quebec, San Francisco, New Orleans, London, Paris.
5. Name the "geographical concepts" of the third grade.
6. Name some supplementary books which may be used profitably in the fourth and fifth grades in geography.
7. With what countries must Michigan compete in the production of sugar?
8. What points would you attempt to teach in regard to your county by the journey method?
9. Compare Michigan and Louisiana as to size, manufactures, schools.
10. In what grade would you expect pupils to be able to spell the geographical terms used?

GEOMETRY.

FIRST GRADE.

1. In a certain right triangle the square on one of the legs is ⅓ of the square on the other leg. Prove the size of its acute angles.
2. What is the locus of points in the following cases:
   (a) Equally distant from the extremities of a given straight line?
   (b) Equally distant from a pair of intersecting straight lines?
   (c) Equally distant from a pair of parallel straight lines?
   (d) At a given distance from a given straight line?
3. Prove that the perpendiculars from the extremities of the base of an isosceles triangle to the opposite sides are equal.
4. In the triangle ABC, *D* is the middle point of the line BC, *E* the middle point of the line AD, *F* of the line BE and *G* of the line CF. Prove that triangle EFG is equivalent to ⅛ of triangle ABC.
5. Draw the figures with all necessary lines, properly lettered to demonstrate in two ways the fact that the square on the hypotenuse equals the sum of the squares on the other sides of a triangle.
6. Given the altitude and one of the equal angles of an isosceles triangle, to construct the triangle.
7. If from a point 8 units from the circumference of a circle, the tangent is 12 units, what is the area of the circle?
8. The hypotenuse of a right triangle is 5, and the perpendicular to it from the opposite vertex is 2⅖. Find the legs and the segments into which the perpendicular divides the hypotenuse.
9. It was found that the distances from a point within an equilateral triangle to the sides were 30 rods, 40 rods and 60 rods respectively. What was the area of the triangle?
10. With r as the radius of the circumscribed circle, find in its terms the following:
    (a) The side of a regular octagon.
    (b) The area of a regular hexagon.
    (c) The side of a regular decagon.

GRAMMAR.

FIRST AND SECOND GRADES.

1-2. State clearly, in not more than one hundred words, the thought contained in the following quotation: "The jingling of the guinea helps the hurt that honor feels."—Tennyson.

Note.—Examiners mark on clearness, power to interpret, words, punctuation.

3-4. An exercise in discriminating between synonyms. Use the following words in sentences: culture, civilization, refinement; expect, intend; design, scheme, project; determine, resolve; even, smooth, plain; fortunate, lucky, successful; hinder, prevent, impede; land, country; lawful, legal; copy, model, specimen.

5. In how many ways may a noun be in the nominative case? Illustrate.

6. Write sentences containing:
   - (a) Noun clause used as object.
   - (b) Explanatory clause.
   - (c) Adverbial clause of purpose.
   - (d) Restrictive adjective clause.
   - (e) An adjective clause of place.

7. Define paragraph, composition, sentence, analysis.

8. Give all the instances in which *that* is preferred to *who* or *which*.

9. Define and illustrate declension, comparison, conjugation.

10. For what results do you aim in teaching grammar and how do you know when you have secured them?

THIRD GRADE, CLASS B.

1-2. State clearly, in not more than one hundred words, the thought contained in the following quotation: "The jingling of the guinea helps the hurt that honor feels."—Tennyson.

Note.—Examiners mark on clearness, power to interpret, words, punctuation.

3-4 Write a business letter to Montgomery, Ward & Co., 125 Michigan avenue, Chicago ordering one steel range @ $25, 2 dozen iron pails @ 65c, 1 hay fork @ $10, stating that you enclose draft for amount.

Note.—Examiner mark on completeness, arrangement, language, punctuation, neatness.

5. Analyze: The moon is up, and yet it is not night, for so the great Creator commanded the orbs of light to stand.

6. What are the principal parts of a verb and why so called?

7. Explain the objective complement as to a class.

8. Distinguish between a conjunction and a conjunctive adverb.

9. Define predicate noun, an appositive, relative pronoun, absolute phrase, gender.

10. Define etymology, syntax, analysis, synthesis.

CLASS A.

1-2. State clearly, in not more than one hundred words, the thought contained in the following quotation: "The jingling of the guinea helps the hurt that honor feels."—Tennyson.

Note.—Examiners mark on clearness, power to interpret, words, punctuation.

3-4. Write a business letter to Montgomery, Ward & Co., 125 Michigan avenue, Chicago ordering one steel range @ $25, 2 dozen iron pails @ 65c, 1 hay fork @ $10, stating that you enclose draft for amount.

Note.—Examiner mark on completeness, arrangement, language, punctuation, neatness.

5. How do you teach comparison?

6. Name the kinds of sentences according to use.

7. How do you teach children to detect the agreement of subject and verb? When?

8. What use do you make of "memory gems" in teaching language?
9. Name the uses of the infinitive. Illustrate.
10. How much of punctuation do you teach in connection with your language work?

ORTHOGRAPHY.

ALL GRADES.

1. What are words called that have the same general meaning but differ in their specific meaning? Write five pairs.
2. Write five words that have two accepted pronunciations, indicating the same.
3. (a) What is an elementary sound?
   (b) Define aspirates, palatals, and dentals, giving examples of each.
4. Give three rules for spelling words, with examples.
5. Why should both oral and written spelling be taught?

LIST OF WORDS.

1. choir
2. plague
3. assent
4. gargle
5. Magna Charta
6. cipher
7. naught
8. skein
9. journey
10. mucilage
11. jaunt
12. individual
13. capitol
14. nineteenth
15. nullify
16. explain
17. trespass
18. rural
19. chloroform
20. lilac
21. necessity
22. icicle
23. erase
24. abdomen
25. disastrous
26. almanac
27. vigor
28. violin
29. furnace
30. height
31. leisure
32. depot
33. triumph
34. frolic
35. adverbial
36. articulation
37. until
38. sheriff
39. center
40. average
41. violate
42. sleigh
43 pronounce
44 excellent
45. numerical
46. question
47. seam
48. season
49. overwhelm
50. prepare

PHYSICS.

FIRST GRADE.

1. (a) Define science, matter.
   (b) What is the difference between a hypothesis and a theory?
2. What is the horse-power of an engine that will raise 8,250 pounds 176 feet in four minutes?
3. (a) What is the theory of sound?
   (b) Explain fundamental and overtones.
4. Define diffusion of heat. Give the laws of fusion.
5. (a) Give the laws of the intensity of light.
   (b) A standard candle is 4 feet and an arc light is 20 feet from a wall. The shadows on the wall are of equal intensity. What is the candle power of the arc light?
6. Explain the terms reflection, focus, conjugate foci, aberration, refraction.
7. Explain by a figure the multiple images produced by two mirrors placed at an angle of 60°
8. Explain what is meant by static electricity, current electricity, electrification, magnetism, magnetic field.
9. (a) Give Joule's law. Ohm's law.
   (b) Give the several terms used in measuring electricity for resistance, current, etc.
10. (a) Give the laws of induced currents.
   (b) Describe a direct current dynamo.

SECOND GRADE.

1. What are the laws of weight?
2. What will be the velocity of a body after it has fallen 4 seconds?
3. Name the elements of machines. What is the general law of machines?
4. The height of an inclined plane is 4 feet, its length 12 feet. What weight will a power of 150 pounds move up the plane?
5. (a) What is specific gravity?
   (b) A body weighs in air 128 grams, in water 90 grams. What is its specific gravity?
6. Give three experiments which will show that air has weight.
7. Explain the working of the siphon.
8. Explain conduction and convection of heat. Define latent heat and illustrate.
9. Draw a figure and explain the action of a convex lens on light.
10. (a) Define potential, induction, insulator, electrical field, electro motive force.
    (b) Give the essentials of the telephone.

PHYSIOLOGY.

FIRST AND SECOND GRADES.

1. Explain the relative position of the heart, liver, and lungs, describing and giving functions of the lungs.
2. Mention two harmful and two healthful beverages. Why are they so?
3. (a) What specimens do you use to explain to a class (1) the eye, (2) connective tissue, (3) the heart.
   (b) Of what value in advanced class work is the dissection of animals to explain different parts of the body and their functions?
4. (a) What are the vaso-motor nerves?
   (b) Describe the brain.
5. Why is physical exercise when the mind and body are exhausted devitalizing rather than energizing? Mention an exercise to develop (a) the chest, (b) the biceps.
6. (a) What is some of the work that the Michigan State Board of Health is seeking to perform?
   (b) How would you treat frostbites, poison by narcotics?
7. Locate the following: femur, atlas, appendix, lymphatic glands, medulla oblongata.
8. Give the respective merits of meat, eggs, rye bread, rice, and corn as food.
9. (a) What organs aid digestion?
   (b) Explain the relation between intemperance and a flushed countenance.
10. Show by a diagram a cross section of mature bone, indicating the parts.

THIRD GRADE, CLASS B.

1. Describe the salivary glands, stating the use of their secretion.
2. What is the composition of blood?
3. (a) How does the brain rest?
   (b) What are the functions of nerve ganglia?
4. How does alcohol affect the action of the muscles?
5. Name and describe the different parts of the eye.
6. (a) What are the organs of respiration?
   (b) Mention a game or a physical exercise that will secure deep respiration.
7. Outline a lesson on *the trunk* suitable for fifth grade pupils.
8. State some things that should be observed in regard to the light in the schoolroom. Why?
9. (a) What is a fracture?
   (b) Describe the structure of muscular tissue.
10. Trace food from the time it is taken into the stomach through the process of digestion until it becomes living flesh.

CLASS A.

1. Describe the salivary glands, stating the use of their secretion.
2. What is the composition of the blood?
3. Outline a lesson on *the heart*, stating for what grade it is suitable.

4. Why are the games that give both exercise and pleasure more beneficial than simply exercise?
5. (a) What are the organs of respiration?
   (b) How do you explain to children the harm arising from mouth-breathing?
6. If a child's fingers were frostbitten, how would you treat them?
7. State some things that should be observed in regard to the light in the schoolroom.
8. Describe the structure of muscular tissue. In what way does this differ from osseous and connective tissue?
9. (a) What is the necessity for frequent bathing?
   (b) How do you teach that cigarettes are especially harmful to children?
10. (a) What is a disinfectant?
    (b) After vigorous exercise, what precautions should be taken to prevent "catching cold"?

READING.

ALL GRADES.

Note.—Applicants for first grade certificates please answer first ten questions, and applicants for second and third grades, the last ten questions.

1. What English poet has written much of the adventures of the Knights of the Round Table?
2. Quote what you consider the noblest lines in the poem.
3. Speak briefly of Lowell, both as a poet and as a critic.
4. Point out an example of metaphor, simile, personification, in the following lines:
   (a) For the weaver Winter its shroud had spun.
   (b) The voice of the seneschal flamed like a torch.
   (c) And they fell on Sir Launfal as snows on the brine.
   (d) The breeze comes whispering in our ear.
   (e) Himself the Gate whereby men can
   Enter the temple of God in man.
5. "He sings to the wide world, and she to her nest:
   In the nice ear of Nature which song is the best?"
   How might this be applied to human life?
6. What is the real significance of this poem?
7. Explain the figure in the lines:
   "Over his keys the musing organist,
   Beginning doubtfully and far away,
   First lets his fingers wander as they list,
   And builds a bridge from Dreamland for his lay."
8. Quote from Part One, lines distinctive on account of the sentiment expressed, and at least six lines of the "June Day."
9. What was the legend of the Holy Grail?
10. Interpret the following:
    "At the devil's booth are all things sold,
    Each ounce of dross costs its ounce of gold;
    For a cap and bells our lives we pay:
    Bubbles we buy with a whole soul's tasking;
    'Tis Heaven alone that is given away,
    'Tis only God may be had for the asking.
    No price is set on the lavish summer;
    June may be had by the poorest comer."
11. What was the difference between Sir Launfal's appearance and character when he started on his quest and when he returned?
12. (a) What is a Yule log?
    (b) Give the meaning of the following words as used in the poem: seneschal, sate, barbed, leprosie, climes.
13. (a) Where did Sir Launfal find the Holy Grail?
    (b) Why was he not permitted to find it on his quest?
14. Quote from the winter scene.

SCHOOL LAW.

ALL GRADES.

(Answer any five.)

1. Trace a "school dollar" from its source until it reaches the hands of the teacher, naming the various officers through whose hands it passes.
2. How may school districts be consolidated?
3. Name the powers and duties of the board of education in township unit districts.
4. What is the difference between the township unit system and the system of consolidation or centralization?
5. For what length of time is a teacher hired who has no written contract?
6. Has a school board a right to purchase charts, maps, or apparatus of any kind not mentioned in the law as "necessary appendages"?
7. What are the duties of the teacher in connection with the execution of the compulsory attendance law?
8. What constitutes a *legal* school library?

THEORY AND ART.

ALL GRADES.

1. What is a school? Discuss fully.
2. Explain what is meant by the "spiritual unity" of teacher and pupil.
3. What do you understand by the term professional spirit?
4. What does Mr. Tompkins say as to the relation of theory to practice?
5. "At the end of the third grade, pupils have formed their habits of reading." Is this true? If so, what does it suggest to the teacher?
6. What is the real purpose of the *written work* outlined in the Manual and Course of Study?
7. What suggestion is made in the Course of Study as to the teaching of grammar in the seventh grade? Does your practice conform to the suggestion?
8. Give mental characteristics of pupils that are slowest in learning arithmetic.
9. "The call bell should not be used in the school room." Why?
10. What course would you pursue with a nervous pupil? With a mischievous one? With an exceptionally bright one?

UNITED STATES HISTORY.

FIRST AND SECOND GRADES.

1. What is the "Omnibus Statehood Bill"? How was it disposed of by the last Congress?
2. (a) Which of the American colonies were settled as a result of religious persecution in the Old World?
   (b) What intercolonial war gave the British supremacy in the New World? Give the other results of this struggle.
3. Select a campaign of the Revolutionary war and describe it as to (a) plan, (b) generals, (c) movements of the army, (d) results.
4. Compare the condition of the country at the close of the Civil war with that of the present time.
5. What were the following: Alabama Claims, Dred Scott Decision, Pius Fund, Wilmot Proviso?
6. What vice-presidents have become presidents, and in each case what disagreements with congress, if any, have taken place?
7. Give the meaning of Civil Service System; Spoils System.
8. State three problems that confront the people of the United States at the present time with regard to internal industrial conditions.
9. Give an account of the siege of Vicksburg.
10. Name six United States senators elected in January, giving the State from which each is sent.

THIRD GRADE.

Note.—Applicants for third grade certificate, Class B, answer first ten questions; those for Class A, last ten.

1. Give eight dates prior to the inauguration of Washington that you would teach as very important and make a statement showing the event connected with each.
2. Tell of the services of Benjamin Franklin in aiding the Revolution and in forming the new republic.
3. Give date and location of the following expositions and the event which each commemorates: World's Fair, Pan-American Exposition, Louisiana Purchase Exposition.
4. Give an account of the battle of Chattanooga.
5. (a) Mention three suggestions made by the State Manual and Course of Study that have been helpful to you in teaching history.
   (b) What is meant by local history? What do you teach in regard to it?
6. When was the "frost-bitten" convention held? Why was it so called?
7. (a) Who is Governor of the Philippines?
   (b) Mention three problems that confronted the nation at the close of the Civil war. How were they solved?
8. How would you seek to inspire patriotism and good citizenship in connection with the lives of Grant, McKinley, and Roosevelt?
9. Outline Grant's first administration.
10. What was the cause of the trouble in Venezuela? Why is the United States interested?
11. (a) In what way does the teaching of manners and customs aid and interest the child?
    (b) Mention one historian whose descriptions of colonial life have helped you in teaching.

II. Questions prepared by the Superintendent of Public Instruction for the regular examination, June, 1903.

ALGEBRA.

SECOND GRADE.

1. Define (a) monomial, (b) polynomial, (c) binomial, (d) equation, (e) verification.
2. Give three axioms upon which transformations of equations are based, illustrating by examples?
3. Simplify $\frac{a^2}{a^2\quad b^2} - \frac{a}{a+b}$.
4. Divide 48 into two such parts that ⅖ of the first part is equal to ⅔ of the second.
5. The perimeter of a rectangular field is 80 rods, and the width is ⅓ of the length. What are the dimensions of the field?
6. $10x-(12-4x)=20$. Find value of x.
7. (a) When is a trinomial the square of a binomial?
   (b) When is a binomial the product of the sum and difference of two quantities?
   (c) When will $x+y$ divide the difference of certain powers of x and y?
8. Factor the following: $5-20y+20y^2$: x^2-5x+6: $x^2-3x-10=0$: $x^2+2bx-15b^2$: $\frac{1}{4}x^2 - \frac{25}{9}y^2$.
9. A's age is ½ of B's age, and the product of their ages is 450. What are their ages?
10. A steamer goes down stream one mile in 5 minutes and back in 7 minutes. How far down and back can it go in an hour?

ARITHMETIC.

SECOND GRADE.

Note.—50 credits for first six. 25 credits for last two.

1. Give principles of division, and show how they are transformed into principles of fractions, illustrating by examples.
2. What principles of multiplication are used in the various cases of percentage? Show reasons for your answer.
3. If a rectangular field is 40 rods long and its diagonal is 50 rods, what is the value of the field at $80 per acre?
4. A cylindrical cistern is 5 ft. in diameter. How deep must it be to hold 50 bbls. of water?

5-6. A and B sell land at $80 an acre. A makes 33⅓%, but B loses 33⅓%. When they have each sold a certain number of acres, A has gained $200 less than B has lost. How many acres have they sold?

NOTE.—Analyze 7 and 8

7. ½ of A's money is $5 less than ¾ of B's. How much has each, provided that they together have $50?
8. Divide ½ and ⅔ each in the ratio of 2 and 3.

THIRD GRADE, CLASS B.

NOTE.—50 credits for first six; 25 credits for last two.

1. What is the meaning of the following when used in arithmetic:
   (a) Order of units, (b) periods, (c) numeration, (d) notation?
2. (a) Explain the significance of the word *and* in reading numbers, and of the *hyphen* in writing them in words, and give examples to illustrate.
   (b) Give principles upon which finding least common multiple is based.
3. (a) Find the L. C. M. of 27, 36, 80, and 150 by the factoring method.
   (b) Find the G. C. D. of 136 and 244 and explain.
4. (a) Give and illustrate as to a class the principles of division.
   (b) ¾ of A's money is 20% more than B's, and B's loaned at 2½% for 1 yr., 2 mo., 12 da., amounts to $772.50. How much has each?
5. (a) Make and solve a problem that shall involve the following indicated operations: 4×10×160×$2.50.
   (b) How many cords of stovewood in a pile 30 ft. long, if it is 6 ft. high at one end and 7 ft. high at the other?

NOTE.—Solve either (a) or (b).

6. The gable ends of barn 40 ft. long are 30 ft. wide and 20 ft. high. If the ends of the roof project 2 ft. and the eaves 2½ ft., how many square feet in the roof?

NOTE —Analyze 7 and 8.

7. A, B, and C enter into a partnership. A puts in $600, B and C $1,000 in the ratio of 1½ to 6. They gain $1,200. How much of the gain should each receive?
8. If 60 bu. of oats will last 8 horses 5½ days, how long will 90 bu. last 12 horses?

CLASS A.

1. What is the meaning of the following, when used in arithmetic:
   (a) Order of units, (b) periods, (c) numeration, (d) notation?
2. (a) Explain the significance of the word *and* in reading numbers and of the *hyphen* in writing them in words, and give examples to illustrate.
   (b) Give principles upon which finding least common multiple is based.
3. (a) Find the L. C. M. of 27, 36, 80, and 150 by the factoring method.
   (b) Find the G. C. D. of 136 and 244 and explain.
4. (a) Give and illustrate as to a class the principles of division.
   (b) ¾ of A's money is 20% more than B's, and B's loaned at 2½% for 1 yr., 2 mo., 12 da. amounts to $772.50. How much has each?
5. (a) Write the "45 combinations" as given in the State Manual and Course of Study.
   (b) Explain by analysis reducing ¾, ⅔, ⅗ to common denominator

NOTE.- Answer either (a) or (b).

6. **Explain or illustrate as to primary pupils the following expressions:**
   (a) "4 times 5," etc., (b) "as many times as 5 is contained times in," etc.

NOTE.—Analyze 7 and 8.

7. **If ⅔ of a yard of cloth cost 12 cents, how many yards can be bought for $1.08?**
8. **At $15 a dozen, how many spoons can be bought for $5?**

MENTAL ARITHMETIC.

ALL GRADES.

NOTE.—(1) Distribute these lists among all the applicants, placing them face down upon the desks.

(2) Each applicant write his number or name across the back of the list.

(3) At a signal from the commissioner, all reverse the papers and in the *right-hand margin* write as many answers to the first 19 questions as possible in 15 *minutes*. All then work No. 20, 5 minutes allowed for it.

(4) At the second signal, all again, reverse the papers, when they will at once be collected by the examiners.

Give (a) *one-fourth per cent* for each answer written. (b) *one per cent* additional for each *correct* answer, making 25 per cent for this part of the examination.

1. Add 25, 36, 45, 64, 30, 12½, 87½.
2. From 1000 take ¾ of 1000.
3. From the product of 12 and 15 take their sum.
4. Find cost of 101 spoons at $15 per dozen.
5. What cost ⅔ gross pens at ½c each?
6. What cost 1½, ¾, 5⅛, ⅝, ⅓ acres of land at $300 per acre?
7. Multiply 24 by 62½.
8. Multiply 27 by 66⅔.
9. How many horses at $62½ each will $4000 buy?
10. How many pencils at 3⅓c each will 50c buy?
11. If $100 buys 75 books, how much will 3 books cost?
12. What per cent is gained in buying for 2c and selling for 5c?
13. What per cent is lost in buying for 5c and selling for 2c?
14. What per cent is gained or lost in buying at $1.00 a bushel and selling at 26c a peck?
15. What is the bank discount at 33 ds., without grace, on $120 at 6%?
16. If the interest on $200 for 3 months is $5, what is the rate?
17. If the interest for 6 months at 8% is $12, what is the principal?
18. If the principle doubles in 12 years at simple int., what is the rate per cent?
19. If it costs $5 to plate a watch 2 inches in diameter, what will it cost to plate one 4 inches in diameter?
20. How many rods around a square 10-acre field?

BOTANY.

SECOND GRADE.

1. Define gymnosperms, angiosperms, cotyledons.
2. Define perianth, and give its functions.
3. Name three plants having flowers which are perfect and complete. Define these terms.
4. Name plants which have the following flower clusters: raceme, umbel, panicle, spike, catkin.
5. Name five kinds of fruit as classified in your botany.
6. What plans should be cultivated on school grounds? Have you tried them? What success?
7. Name five trees that grow slowly, and five that grow rapidly. Which would you select for the school grounds?
8. Explain the process of "budding".
9. Name five leaf forms, and plants which have such leaves.
10. Describe tubers, bulbs, corms, rootstocks and give examples.

CIVIL GOVERNMENT.

SECOND GRADE.

1. Outline method of procedure from the caucus to the final act in the nomination of President.
2. Explain (a) the election of United States senators, (b) of. United States representatives.
3. (a) How is Congress composed? (b) When does it meet? (c) What salaries do Congressmen receive?
4. What reasons can you give for considering the position of United States senator more desirable than that of United States representative?
5. (a) What officers are the chief advisers of the President? (b) Name as many of the men occupying those positions as you can.
6. How can a war to which the people object be stopped by them?
7. (a) To what extent are members of Congress free from arrest? (b) Discuss the reasons for such privileges.
8. (a) When will the officers of your county be next elected? (b) Is this uniform throughout the state? (c) What advantage in having some of the county officers elected in the spring?
9. Make outline of officials from township to state, giving term of office and time of election.
10. Name the members of your County Board of School Examiners and state the following:
    (a) Time of expiration of term of office of each.
    (b) Annual salary of Commissioner.
    (c) Estimated annual salary of each examiner.
    (d) Estimated number of teachers examined annually.
    (e) Whole number of schools under supervision of Commissioner.

NOTE.—If you know nothing of these last items, take the first opportunity to ascertain them.

THIRD GRADE, BOTH CLASSES.

1. Outline method of procedure from the caucus to the final act in the nomination of President.
2. What are the qualifications for the following United States officers: President, senator, representative?
3. How may an alien become a citizen?
4. (a) Upon what are all the laws in the United States based?
   (b) How is it changed to meet the changing needs of the government?
5. What is the difference between an elector and a presidential elector?
6. What is the Governor's message, and what is its purpose?
7. Name the state officials and give date of election, term of office, and salary of each.
8. (a) When are annual school meetings held?
   (b) What are the school offices?
   (c) Who is the supervising officer of the rural and village schools?
9. Name the men holding county offices in your county.
10. Give in tabulated form the names of Michigan officials from township to state.

GENERAL HISTORY.

SECOND GRADE.

(Answer any ten.)

1. Give date of the Norman Invasion and state the permanent results of this conquest.
2. Which are the Romance nations? What elements have they transmitted to present day civilization?
3. State the effects of the destruction of the Spanish Armada upon England and Spain.
4. Explain the significance of the struggle between Charles V of Spain and Francis I.

5. What were the effects of the Berlin and Milan Decrees upon English commerce and industry?
6. Write a brief characterization of the present German Emperor.
7. Speak of Cromwell's power under the Protectorate, and the results of the Restoration.
8. What is the foundation of the English Constitution? How, when, and where was it secured?
9. What was the general impression as to the significance of Russia's recent movement in Manchuria? How was this regarded by the United States?
10. Mention something of interest concerning Mary Tudor, Darius, Wycliffe, Calvin, Galileo, Homer, Joseph Chamberlain, Richelieu, Wellington, Paul Du-Chaillu.
11. In what ways would the proposed Trans-Canadian Railway benefit the Dominion?

GEOGRAPHY.

SECOND GRADE.

1. Name the natural resources of a country, and name a country that possesses nearly all the natural resources.
2. For what manufactures are the New England states noted?
3. (a) Name the physical divisions of the United States.
   (b) Name those of Europe.
4. Compare Michigan and Missouri in regard to area, population, productions, schools.
5. Locate five important cities of Asia, and tell why important.

Note.—Locate accurately.

6. Name the productions of Porto Rico, Hawaii, and the Philippines. Which of them are imported into the United States proper?
7. Define erosion, flood plain, rock weathering, mountain system, and explain the phenomenon of artesian wells.
8. What manufactured articles does Michigan export to foreign countries?
9. (a) What are the chief industries of South Africa?
   (b) What political changes have occurred there during the past six years?
10. Give the following data in regard to your own county: why so named, first settlement, names of prominent men in its early history, number of townships, population, number of school districts, character of soil, names of railroads, productions.

THIRD GRADE, CLASS B.

1. Define meridian, parallels, latitude, longitude.
2. Name and locate the chief city of Germany, Norway, Russia, Egypt, Japan.
3. Describe the levees of the Mississippi.
4. Define mathematical geography, physical geography, political geography, commercial geography.
5. Compare Massachusetts and Iowa in regard to area and industries.
6. (a) Name the chief rivers of South America.
   (b) Name the chief seaports of South America.
7. Explain the lack of rainfall west of the Rocky Mountains.
8. Name five manufacturing industries of Michigan, and give the chief places where they are located.
9. From what countries do we get camphor, pepper, ivory, silk, coffee?
10. Give the following data in regard to your own county: why so named, first settlement, names of prominent men in its early history, number of townships, population, number of school districts, character of soil, names of railroads, productions.

CLASS A.

1. What use should be made of the perceptive faculties in teaching geography?
2. Do you think it advisable to introduce the text-book in geography in the fourth grade? Why?
3. Describe the levees of the Mississippi.
4. Define mathematical geography, physical geography, political geography, commercial geography.

5. Compare Massachusetts and Iowa in regard to area and industries.
6. What cities would you give special attention in teaching geography of Michigan? Why?
7. What is your order of procedure in teaching a state or a country?
8-9-10. Write such a story as you would expect sixth grade pupils to produce in describing a trip from your home to New York City.

GRAMMAR.

SECOND GRADE.

1. Write a letter applying for a position in the high school department of a city school.
2-3. What suggestions are made in the Manual and Course of Study for teaching language in the following grades: (a) fifth grade, (b) sixth grade, (c) seventh grade?—(State specifically.)
4. What use have you made in connection with your work in language and grammar of the supplementary reading suggested in the sixth grade work?
5. Give five words that are plural in form, but are usually treated as singular.
6. (a) Explain in general the use of the potential mood.
   (b) For what reasons do some authors omit this mood? Name one that does and one that does not.
7. (a) In how many and what ways may verbs usually transitive become intransitive?
   (b) Give two ways in which verbs usually intransitive become transitive.
8. Define and give examples of the following: interrogative adverb, conjunctive adverb, disjunctive conjunctions, phrase prepositions or idiomatic prepositions.
9. Analyze the following sentences in two ways, naming your authority:
   (a) They thought him their friend.
   (b) I knew him to be the man.
10. Give the construction of the italicized words in the following sentence: They painted the *house red*, and their *task* being done, they went away *to rest* and *refresh* themselves, *saying*, "I wish the house were *mine*."

THIRD GRADE, CLASS B.

1. Give eight ways in which a noun may be used in a sentence.
2. What constructions may be used in the place of a noun?
3. Define clause, phrase, relative pronoun, phrase adjective, mood.
4. (a) Give the principal parts of the verbs lie, do, dream, let, sit.
   (b) Why are they called the principal parts?
5. Explain the conjunctive adverb as to a class.
6. Compare well, keenly, ill, forth, able.
7. How does the author which you have studied treat the participle?
8. Name the different kinds of adverbs and give examples.
9. Analyze,—We advised him to proceed that he might teach his enemies a much needed lesson.
10. Write a formal invitation to John Doe, requesting his presence at a reception given in honor of President Roosevelt.

CLASS A.

1. Name five common adjectives and five common adverbs which the child should be taught during his first year at school to use correctly.
2. How do you seek to correct the errors in the child's language which he has learned before coming to school?
3. Outline a single language lesson for the fourth grade on the subject,—"The Maple Tree."
4. (a) Give the principal parts of the verbs lie, do, dream, let, sit.
   (b) Why are they called the principal parts?
5. Give the several uses of the infinitive and illustrate.
6. Name the kinds of sentences according to form.
7. Give the several methods of forming plurals.
8. Name the different kinds of adverbs and give examples.

9. Analyze,—We advised him to proceed that he might teach his enemies a much needed lesson.
10. Write a formal invitation to John Doe, requesting his presence at a reception given in honor of President Roosevelt.

ORTHOGRAPHY.

BOTH GRADES.

1. What are diacritic marks and how do you teach their use?
2. Write sentences illustrating the correct use of the following: manor, manner; hue, hew; bear, bare; leaf, lief; rite, write.
3. Give meaning of the following prefixes and words to illustrate their use: trans, anti, contra, semi, with, ex.
4. Define orthography, orthoepy, suffix, diphthong, root-word.
5. Give rules for spelling any three of following:
   picnicking, dropped, lying, wives, singeing.

LIST OF WORDS.

1. dialects
2. aristocracy
3. ephemeral
4. sesame
5. rhyme
6. Caracas
7. sympathetic
8. Spokane
9. Cheboygan
10. sufficient
11. Newaygo
12. complement
13. disinfect
14. epidermis
15. select
16. ordinary
17. daughter
18. Butte
19. Delaware
20. thorough
21. grieve
22. tissues
23. salivary
24. mastication
25. typical
26. hygienic
27. changeable
28. Gila
29. Orinoco
30. ridiculous
31. naval
32. gardener
33. altar
34. nasturtium
35. scissors
36. arbutus
37. practice
38. vertical
39. thrush
40. immediate
41. populate
42. vague
43. Emerson
44. chestnut
45. peaceable
46. soldiers
47. honesty
48. eightieth
49. supreme
50. sanitary

PHYSICS.

SECOND GRADE.

1. What is the kinetic theory of gases?
2. Give the laws for accelerated motion.
3. How far above the surface of the earth must 2,700 pounds be placed to weigh 1,200 pounds?
4. A body was projected vertically upward and rose 1,302.48 feet.
   (a) Find time required for its ascent.
   (b) The initial velocity.
5. Define a balance, compound lever, a pulley, the moment of force.
6. Draw figure and explain a lift pump.
7. Explain the relation of intensity and amplitude, intensity and distance, intensity and area.
8. Define the thermometer, and explain the graduation of the Farenheit, Reaumur, and Centigrade scales.
9. Explain the Leyden Jar, and give the theory of current electricity.
10. (a) Describe an electro magnet, and name several uses of the electro-magnet.
    (b) Explain a gravity battery.

PHYSIOLOGY.

SECOND GRADE.

1. (a) Name two sensory nerves.
   (b) State the functions of the sensory nerves.
2. Define excretion, hygiene, infection, antiseptic.
3. (a) Why does alcohol cause an unusual thirst?
   (b) For what reasons do you teach that alcoholic beverages taken moderately are harmful?
4. Describe the structure of the skin, stating its functions.
5. What is meant by reflex action?
6. State the effects of nicotine upon the nervous organism of the child.
7. Why is it desirable to make the diet in the spring and summer chiefly of fruits and vegetables?
8. (a) What constitutes the circulatory system?
   (b) What is the effect of pure blood upon germs?
9. How would you treat any one of the following accidents: the severing of an artery, bite of a dog, poison by an acid?
10. Explain the process of absorption.

THIRD GRADE, CLASS B.

1. Describe the larynx and explain how we speak.
2. What are ligaments, muscles, cartilages?
3. Mention five important things which you teach in regard to the use of alcoholic beverages.
4. Mention five foods that are especially healthful at this season.
5. Describe the *action* of the heart.
6. (a) Name the organs of respiration.
   (b) Explain the action of the intercostal muscles in breathing.
7. Compare the effects on digestion of iced drinks and warm drinks taken at meal time.
8. (a) What are nerve ganglia?
   (b) Describe the medulla oblongata and explain its functions.
9. How and when are the waste and wear of the body repaired?
10. What is your aim in teaching physiology and hygiene?

CLASS A.

1. Mention three habits which you teach your pupils to avoid. Why?
2. What are ligaments, muscles, cartilages?
3. Why is recess better for young children than attention exercises or calisthenics indoors?
4. Mention five foods that are especially healthful at this season.
5. Describe the *action* of the heart.
6. (a) Name the organs of respiration.
   (b) Explain the action of the intercostal muscles in breathing.
7. How is the process of absorption performed?
8. Describe the medulla oblongata. What are its functions?
9. How and when are the waste and wear of the body repaired?
10. What is your aim in teaching physiology?

READING.

ALL GRADES.

1. What does Ruskin say is real education and real advancement in life? What is generally considered such?
   "He only is advancing in life whose heart is getting softer, whose blood warmer, whose brain quicker, whose spirit is entering into living peace."
2. "And it is just the same with men's best wisdom. When you come to a good book, you must ask yourself, 'Am I inclined to work as an Australian miner would? Are my pickaxes and shovels in good order, and am I in good trim

myself, my sleeves well up to the elbow, and my breath good, and my temper?'"
(a) What is the figure?
(b) Who is the miner?
(c) What is the treasure?
(d) How may it be obtained?
(e) What are the pickaxes and shovels?

3. Why does the author say that it might be better if there were fewer books? Do you agree with him? Why?
4. For what reason should we be sure to "go to the author to get *his* meaning, not to find ours?"
5. What has Ruskin taught *you* of "word-by-word examination"?
6. Mention three words that you understand better for having read "Sesame". Why?
7. Will the pupil who understands the thought of the passage be sure to read it well?
8. "Having then faithfully listened to the great teachers, that you may enter into their Thoughts, you have yet this higher advance to make, you have to enter into their Hearts." Explain how, in this sentence, Ruskin teaches us how to read.
9. The author suggests that the founding of libraries and halls of science would be vastly more profitable than for nations to "buy panic of each other". How do the people of the United States feel in regard to this? Mention three good illustrations.
10. Ask five questions best adapted to bring out the meaning of the following: "Measure!—nay, you cannot measure. Who shall measure the difference between the power of those who 'do and teach,' and who are greatest in the kingdoms of earth, as of heaven—and the power of those who undo, and consume—whose power, at the fullest, is only the power of the moth and the rust? Strange! to think how the Moth-kings lay up treasures for the moth; and the Rust-kings, who are to their people's strength as rust to armor, lay up treasures for the rust; and the Robber-kings, treasures for the robber; but how few kings have ever laid up treasures that needed no guarding—treasures of which, the more thieves there were, the better! Broidered robe, only to be rent; helm and sword, only to be dimmed; jewel and gold, only to be scattered;—there have been three kinds of kings who have gathered these. Suppose there ever should arise a Fourth order of kings, who had read, in some obscure writing of long ago, that there was a Fourth kind of treasure, which the jewel and gold could not equal, neither should it be valued with pure gold. A web made fair in the weaving, by Athena's shuttle; an armor, forged in divine fire by Vulcanian force; a gold to be mined in the very sun's red heart, where he sets over the Delphian cliffs;—deep-pictured tissue;—impenetrable armor;—potable gold!—the three great Angels of Conduct, Toil, and Thought, still calling to us, and waiting at the posts of our doors, to lead us, with their winged power, and guide us, with their unerring eyes, by the path which no fowl knoweth, and which the vulture's eye has not seen! Suppose kings should ever arise, who heard and believed this word, and at last gathered and brought forth treasures of—Wisdom—for their people?"

SCHOOL LAW.

ALL GRADES.

1. Give the qualifications of voters in school meetings.
2. Who constitute the township board of school inspectors?
3. What is the law in regard to payment of tuition by non-residents?
4. (a) May a teacher according to law suspend a pupil?
   (b) For what reasons may a board of education expel a pupil?
5. Whose duty is it to enforce the law which requires the teaching of the effects of alcohol and narcotics?

THEORY AND ART.

ALL GRADES.

1. State some things which Mr. Tompkins says in regard to the spirit of the true teacher.

2-3. "Labor is drudgery or joy, depending on whether the laborer is inspired by an ideal."
—Apply this to the teacher.

4. Explain the following startling statement by Mr. Tompkins: "Every lesson the teacher hears alters in some way, and permanently, the pupil's whole after life."

5. Which is more important, intellectual training or ethical training? Why?

6. What does "business arithmetic" include?

7. Which is the best method of teaching United States history—by administrations, by periods, or by some other method that you may have tried? Why?

8. What do you aim to include in "oral lessons" in physiology?

9. What use *have* you made or *will* you make of the chapter in the State Manual and Course of Study on Michigan History?

10. What have you done to secure a school library, or make additions thereto, during the past year? What will you do if given an opportunity?

UNITED STATES HISTORY.

SECOND GRADE.

1. By virtue of what discoveries and explorations did France claim the New World?

2. How did Marcus Whitman save Oregon?

3. What work was done by the Stamp Act Congress?

4. How did the British plan to pursue the campaign of 1781? What were the results?

5. What financial problems were solved during the Critical Period? How?

6. (a) What is meant by "Squatter Sovereignty"?
(b) State the importance of the Peninsular Campaign.

7. In what ways did the President's plan of reconstruction differ from that of Congress?

8. What is the new educational movement in the South and why is it important?

9. When did the Hawaiian islands become a part of the United States? Why are they a valuable acquisition?

10. Write seventy-five words on the President's recent tour.

THIRD GRADE, BOTH CLASSES.

1. Compare the first settlers of Georgia with those of Pennsylvania.

2. Mention four characters of the Revolutionary period which you would especially emphasize. Why?

3. Describe Arnold's career as a soldier.

4. Why was Washington's first administration important?

5. What were the results of the war of 1812?

6-7. Trace the abolition movement from 1820 to the election of Lincoln.
(20 credits.)

8. Why was the battle of Anteitam important?

9. (a) What were "Carpet-baggers"?
(b) Speak briefly of the character of Rutherford B. Hayes and the policy of his administration.

10. Make a statement concerning any three of the following:
The New Navy,
Policy of the President,
Final decision concerning Panama Canal,
General Miles' Report,
Russia's diplomacy regarding Manchuria.

III. Questions prepared by the Superintendent of Public Instruction for the regular examination, August, 1903.

ALGEBRA.

FIRST GRADE.

1. **Factor the following:**
   (a) $x^{3n} - a^{3b}$;
   (b) $x^3 - xy - x^2y - y^2$:
   (c) $x^n - a^n$, n being odd.
2. **Solve by factor method the following equations.**
   (a) $x^2 + 4x + 3 = 0$;
   (b) $x^2 - (a + b) x + ab = 0$.
3. **Discuss exponents with reference to (a) meaning, (b) laws.**
4. **Discuss rationalization.**
5. **Reduce $30 + 20\sqrt{2}$**
6. Solve $\sqrt{\frac{x - a}{x + a}} + \sqrt{\frac{x + a}{x - a}} = a^2$.
7. **Give general formula for quadratic equations and find roots.**
8. **What is the price of eggs when 6 less for 30 cents raises the price 2 cents a dozen?**
9. **Write the fourth term of $(2a^2 + 3b^{\frac{1}{6}})^5$.**
10. **From a cask filled with 81 gallons of wine a certain number of gallons was drawn. The cask was then filled with water from which the same number of gallons of the mixture was drawn. There then remained 64 gallons of wine in the cask. How many gallons of wine were drawn each time?**

SECOND GRADE.

1. **(a) Write an expression containing a parenthesis, a bracket, and a vinculum, using a minus sign before the vinculum.**
   (b) Reduce the expression.
2. **Write and factor three algebraic expressions that factor by different principles.**
3. **Give the axioms upon which the following operations are based:**
   (a) Transposition.
   (b) Clearing of fractions.
   (c) Dividing by coefficient of the unknown quantity.
4. **Find the L.C.M. of**
   $x^2 - y^2$, $x^2 + 2xy + y^2$, and $x^2 - 2xy + y^2$.
5. **Reduce to lowest terms the fraction** $\frac{4a^3 - ab^2}{8a^4 + ab^3}$.
6. **Simplify the fraction** $\dfrac{\frac{x^2 - 1}{x}}{\frac{x + 1}{x^2}}$
7. **If A is twice as old as B, and B twice as old as C, how old is each, if the sum of their ages is 140 years?**
8. **A number plus its half, its third, its fourth, and 16 equals 66. What is the number?**
9. **In a number having two digits, the tens' digit is five less than the units. If the number increased by 63 is divided by the sum of its digits, the quotient is 10. What is the number?**
10. **Divide *c* cents between two persons so that one shall have *d* cents more than the other.**

ARITHMETIC.

FIRST AND SECOND GRADES.

Mental Work.

Write full analysis. Second grade applicants answer first five, first grade applicants last five. 25 credits for this work. Marking should be made almost entirely upon the analysis. Mere solutions should receive no credit.

1. At what rate will any sum of money double itself at simple interest in 16 yrs. 8 mos.?
2. How many cubical blocks $\frac{1}{4}$ inch on each edge can be put into a box 4 inches long, 3 inches wide, and 2 inches deep, inside measure?
3. The sum of two numbers is 40, and their difference is $\frac{1}{2}$ the smaller number. What are the numbers?
4. A postman called at every second house on the street; at half the houses at which he called he delivered 2 letters, and at the others one letter each. If he delivered 360 letters, how many houses on the street?
5. Give a problem in the solution of which the square of the cube root must be found.
6. A train 90 yds. long moving at the rate of 30 miles an hour meets a train moving 45 miles an hour, passing it in $6\,{}^{3}/_{11}$ seconds. How long is the second train?
7. A merchant exchanges goods at a price 25% above cost for eggs in which he finds a bad one in every dozen. What is his net gain per cent?
8. A man cheats 10% both in buying and selling. What is his per cent of gain?

Written Work.

First grade applicants solve last five, second grade solve first five.

1. Discuss with reference to being abstract or concrete numbers the multiplicand, the dividend, the quotient.
2. Discuss fully dividing by a fraction.
3. A sold a farm to B, gaining 10%; B sold to C, gaining 20%; C to D, gaining 25%. A bought the farm again of D for the original price, D losing $780. What did A pay for it?
4. A man setting a rectangular orchard in which the rows are as 3 to 4 finds that he lacks 56 trees of having enough to complete the orchard. He decides to buy 200 trees more and then adds two rows to both length and breadth. How many trees in the orchard?
5. If a wire cable $\frac{1}{2}$ in. in diameter will support a ball of copper 2 ft. in diameter, what is the diameter of the copper ball that a cable 4 in. in diameter will support?
6. Estimate the size of the room in which you are writing, draw figure of it in right proportions, and find the length of the longest straight rod the room can contain.
7. A cubical block of wood 2 ft. on the edge is to be sawed to a cube containing 4096 cu. in. Give fewest number of pieces possible to cut off, and all dimensions of each.
8. A 12-ft. board is 12 in. wide at one end and 8 in. at the other. How far from the narrow end must it be cut to divide it into two equivalent parts?

THIRD GRADE, BOTH CLASSES.

Mental Work.

NOTE.—Analyze fully any three. 30 credits.

1. A farmer mixes 12 bushels of oats worth 35 cents a bushel with 13 bushels of barley worth 60 cents a bushel. What is the mixture worth a bushel?
2. Find the number to which if 69 be added the sum will be 39 less than 256. Give full explanation.
3. What proportion of water must be added to wine worth $4 a gallon to make a mixture worth $3 a gallon?

4. Divide $240 between A and B so that A may have $140 more than B.
5. Explain why multiplying by a fraction inverted divides by the fraction.

Written Work.

CLASS B.

NOTE.—Work number 2, and any three of the other examples. 45 credits.

1. (a) How many days have there been in 1903, including today?
   (b) What would the exact interest on $3,672, at 6% be for this time?
2. Estimate and state the dimensions of the floor of the room in which you are writing this examination, and make a drawing of the same to a scale, stating the scale. 15 credits.
3. (a) If a 4-inch cube be built of inch cubes how many of the inch cubes would be invisible?
   (b) How many square inches of tissue paper to cover outside of the large cube?
4. Express as decimals to 4 decimal places and as common fractions ¼%, ⅖%, 112½%, 3⅓%, 11⅑%.
5. Draw a note, payable in 90 days without grace, at 6% interest, and discount it on the same day at a bank at 8%.

CLASS A.

NOTE.—Work number 2, and any three of the other examples. 45 credits.

1. (a) How many days have there been in 1903, including today?
   (b) What would be the exact interest on $3,672, at 6% for the time?
2. Estimate and state the dimensions of the floor of the room in which you are writing this examination, and make a drawing of the same to a scale, stating the scale. 15 credits.
3. How many gallons of oil can be bought for $5 at ⅗ of a dollar for 2½ gallons?
4. How do you explain to children the following expressions:
   (a) "4 times $5"?
   (b) "As many books as $3 is contained times in $18"?
5. Illustrate with circles a method of introducing fractions in the primary work.

MENTAL ARITHMETIC.

ALL GRADES.

NOTE.—(1) Distribute these lists among all the applicants, placing them face down upon the desks.
(2) Each applicant write his number or name across the back of the list.
(3) At a signal from the commissioner, all reverse the papers and in the *right-hand margin* write as many answers to the first 19 questions as possible in 15 *minutes*. All then work No. 20, 5 minutes allowed for it.
(4) At the second signal, all again, reverse the papers, when they will at once be collected by the examiners.
Give (a) *one-fourth per cent* for each answer written. (b) *one per cent* additional for each *correct* answer, making 25 per cent for this part of the examination.

1. Add 25, 15¼, 60½, .25, ½ of 12½.
2. Divide the product of the sum and difference of 4 and 8 by their quotient, using the greater as divisor.
3. How many gills in 4 gal. 2 pt.?
4. Add 2½ ft., ¾ ft., ½ yd.
5. What is the smallest even number that can be divided by the first four odd digits?
6. What is the largest odd number that will divide 96?
7. What fraction of a bushel is 1 pk. 4 qts.?
8. What part of 2½ is 1½?
9. What is the ratio of ½ to ¾?
10. What per cent of a hhd. is a bbl.?
11. What per cent of ¼ is ⅜?
12. What cost 12½ yds. of cloth at 12½ cents a yd.?
13. At $¼ a yd., how many yards of ribbon can I buy for $⅜?
14. Multiply 12 by 66⅔.
15. Divide 3600 by 66⅔.
16. Multiply 36 by 44 4-9.

17. What part of a year is 6mos. 20 days?
18. At $18 a dozen, how many silver spoons can I buy for $15?
19. At $15 a thousand, what will a timber 5 in. by 12 in. and 20 ft. long, cost?
20. How many sq. yds. of paper will it take to cover all the faces of a 6 ft. cube?

BOTANY.

FIRST GRADE.

1. Name five different substances which are found in cell sap and may be detected by the use of chemical reagents.
2. Describe in detail a cross section of an endogenous stem.
3. Describe the epidermis and stomates of leaves.
4. Define the terms class, genus, species.
5. Do you teach the botanical names and common names of all plants growing in the vicinity of your school? Why?
6. What is a fruit, as understood by a botanist? Name five kinds.
7. Define the terms hypogynous, perigynous, epigynous.
8. What are the characteristics of composite flowers? Name three kinds.
9. Explain fully what is meant by cross-pollination?
10. Name the flower cluster of each of the following: mustard, oats, barberry, crimson clover, candy tuft, geranium, mullein, horse chestnut.

SECOND GRADE.

1. Name five kinds of leaves and describe fully one of them.
2. Explain the terms unsymmetrical, perfect, and compound as applied to flowers.
3. Draw a cross section of an exogenous stem and name the parts.
4. What is meant by parasitic plants? Name three.
5. Define inflorescence, torus, peduncle, pedicil, scape.
6. What is the botanical name for "silks" in corn?
7. (a) Name the several methods of propagating plants.
   (b) Describe in full one of them.
8. Name the different kinds of roots.
9. Name the food materials for plants. In what form must the food be in order to be taken up by the plant?
10. Name ten varieties of forest trees that grow in your vicinity. Can you distinguish each?

CIVIL GOVERNMENT.

FIRST AND SECOND GRADES.

(First grade applicants answer both *a* and *b*. Second grade answer *a* only)

1. (a) Give the preamble to the Constitution.
   (b) Discuss one of the clauses.
2. (a) Explain steps by which an alien may become a citizen of the United States?
   (b) Discuss the time limit in your answer.
3. (a) Give the titles of the heads of each of the departments of the United States government, and general duties of one of them.
   (b) Give the divisions or bureaus of the Department of the Interior.
4. (a) What is the relation of the President to the army? What powers may he exercise with reference to it?
   (b) Name the army officers with reference to rank.
5. Discuss patent and copyright laws.
6. (a) Who appoints postmasters?
   (b) What has recently caused public attention to be turned toward this department?
7. (a) Explain the Supreme Court of the United States with reference to:
      (1) Appointment of members, and recent appointments.
      (2) Tenure of office.
      (3) Salary.
   (b) What is the jurisdiction of the United States Supreme Court?

8. (a) Name all the officers elected at a Michigan state election, giving salary of each.
   (b) Outline Michigan judiciary.
9. (a) Give three educational bills passed by the last legislature.
   (b) Discuss one of them.
10. Outline the educational system of Michigan.

THIRD GRADE, BOTH CLASSES.

1. How are the laws of Michigan made?
2. Explain as to a class how "the people" of Michigan make the laws by which they are governed.
3. (a) Who is the chief officer of the United States Government?
   (b) State five things with reference to his election, qualifications, and duties.
4. What officer appointed by the President is the most important? Why?
5. What officer has general control of the postoffices throughout the country? What officer dictates largely the appointments of postmasters in your locality?
6. (a) How are the expenses of running the postoffices met?
   (b) What public buildings have you seen? Who paid for them?
7. What is meant by "Three Departments of government?"
8. Discuss the judicial department of Michigan.
9. (a) How many normal schools has Michigan, and where are they?
   (b) How are they supported?
10. Who are your district, township, and county school officers?

GENERAL HISTORY.

FIRST GRADE.

1. Describe Athens in the age of Pericles as to (a) naval power, (b) government, (c) strength and weakness, (d) public improvements, (e) general ascendency.
2. What were the results of Hannibal's invasion of Rome?
3. What permanent influence did the Anglo-Saxon occupancy of England exert upon her civilization?
4. Which treaty marked the end of the religious wars? Mention three territorial boundary changes and five important articles respecting religion decided upon by this treaty.
5. When did Edward VII become king of England? Give three important events of his reign.
6. Mention three reforms instituted by Napoleon. What permanent influence did his governmental reforms have upon the governments of continental Europe, and how did his internal improvements permanently affect France?
7. What was the Petition of Right? The Inquisition?
8. State the conditions in England that made it impossible to avoid revolution in the reign of Charles I.
9. Compare the treatment of the Jews in Russia with that of the Irish by the English.
10. What are the present conditions in Manchuria and why are they of significance to the United States?

SECOND GRADE.

1. Who was the Roman emperor at the time of the birth of Christ? Speak briefly of Rome during his reign.
2. What caused the downfall of the feudal system in England?
3. When and why did the temporal power of the papacy begin its decline?
4. What was the political policy of Gladstone and what were the results of his work?
5. With what purpose and how do you use maps in teaching European history?
6. State the most important result of the Franco-Prussian War upon Germany.
7. Who is the present ruler of Servia, and when and how did he gain possession of his throne?

8. Name three orators of ancient Greece, three artists of Italy, and three English poets of the XIX century.
9. Of what significance was the recent Kishineff massacre to the United States?
10. Compare religious toleration in France in the sixteenth century with that at the present time.

GEOGRAPHY.

FIRST AND SECOND GRADES.

1. Name ten commercial nations in the order of their importance.
2. Name five of the chief manufacturing cities of the United States and state what is manufactured in each.
3. (a) Bound the United States as it existed in 1789.
   (b) State what territory has been added since, and approximately when annexed.
4. Compare Australia and the United States as to area, population, products.
5. Locate London accurately, then give directions and approximate distances to Berlin, Stockholm, Vienna, Rome, St. Petersburg.
6. Name the chief railroads running east and west in the United States.
7. Name the world's great producing regions for rice, cotton, sugar, wheat.
8. Make a list of the world's great lowlands and describe the climate in each.
9. Define flood plains, tundras, rockfolds, pampas, monsoons.
10. Outline your method of teaching the geography of a state or a country, observing the proper order of presentation.

THIRD GRADE, CLASS B.

1. Define zone, ocean current, trade wind, mountain system, river.
2. Name and locate the chief seaports of the United States.
3. Bound Michigan and your own county accurately.
4. Name ten of the principal manufactures of Michigan.
5. To what countries do we export cutlery, locomotives, cotton, pork, flour?
6. Name the chief rivers of Asia.
7. (a) What are the important productions of Africa?
   (b) Which of these productions do we get in the United States?
8. What do we import from France, Argentina, Canada?
9. Explain the lack of rainfall west of the Andes.
10. Describe a route from your home to Boston.

CLASS A.

1. Describe an "out-door" lesson in geography on *surface*.
2. Shall we begin teaching geography at the home, that is, local geography, or begin with the world as a whole? Why?
3. How do you seek to cultivate the imagination in teaching geography?
4. In what grade shall we begin to teach comparative geography? Why?
5. What use do you make of geography stories?
6. Outline a lesson on your school district.

7-8. Describe Michigan as to soil, productions, manufacturing, area, population, cities, rivers, schools.

GEOMETRY.

FIRST GRADE.

1. State three cases in which the lines drawn from the vertices of a triangle will meet in a point.
2. Give eight cases in which two angles are equal, demonstrating one relating to parallels.
3. The radius of a circumference is 6 in. What are the lengths of the tangents from a point 12 in. from center to points of tangency? What is the angle at the intersection of the tangents?
4. How can a decagon be inscribed in a circle? A hexagon? A pentagon?
5. Demonstrate: The area of a regular inscribed dodecagon is equal to $3r^2$.
6. Construct geometrically a mean proportional between two lines respectively 2 inches and 8 inches long, proving by algebra.

7. Demonstrate: Two rectangles having equal altitudes are to each other as their bases.
8. Construct geometrically a square containing one-third as much as a given square.
9. Demonstrate: The medians of a triangle pass through a point which is two-thirds the distance from each vertex to the middle of the opposite side.
10. The sum of two sides and the diagonal of a square is 5 inches. Construct the square geometrically.

GRAMMAR.

FIRST AND SECOND GRADES.

1. Discuss exercises in false syntax as a means of teaching the use of good English.
2. Explain the use of mine, ours, yours, theirs, etc., in such expressions as "The fault is yours; the books are ours."
3. State and explain the different uses of the word *it*.
4. State the proper uses of shall and will, should and would.
5. (a) Make a sentence containing an infinitive used as a noun, an adverbial objective, a phrase used as an adverbial modifier.
   (b) Analyze the sentence.
6. Give six uses of the infinitive or the infinitive mode, and give examples of each.
7. Give six constructions that may be used as substitutes for the adjective, and give examples.
8. (a) Define subjunctive mode.
   (b) What words usually introduce it?
   (c) What may this mode express?
9. Give a sentence containing a *conditional clause* in which the subjunctive mode is not used, and state reason.
10. What is the purpose of each of the following: analysis of sentences, parsing, oral language exercises?

THIRD GRADE, CLASS B.

1. Define parsing, declension, etymology, comparison.

2-3. Write sentences containing:
   (a) An explanatory clause.
   (b) An infinitive used adverbially.
   (c) A verb, passive, future tense, first person, plural number.
   (d) A restrictive adjective clause.
   (e) A verb after which the "to" of the infinitive is omitted.

4. Give the principal parts of the verbs swim, lay, set, slide, teach.
5. Define an adjective and classify adjectives according to the author which you have studied.
6. Name and illustrate the different kinds of complements.
7. In how many and what instances is a noun in the objective case?
8. (a) In what grade does the State Manual and Course of Study introduce technical grammar?
   (b) In what grades is oral language to be emphasized?
9. (a) Make a sentence containing an interrogative adverb, an objective complement, a verb in the passive voice, a compound personal pronoun.
   (b) Analyze the sentence.
10. Write a letter accepting a formal invitation to attend a dinner party.

CLASS A.

1. In what grades are written language exercises to be emphasized?

2-3. Write sentences containing:
   (a) An explanatory clause.
   (b) An infinitive used adverbially.
   (c) A verb, passive, future tense, first person, plural number.
   (d) A restrictive adjective clause.
   (e) A verb after which the "to" of the infinitive is omitted.

4. Give the principal parts of the verbs, swim, lay, set, slide, teach.
5. How do you teach your pupils the proper use of adjectives?
6. When shall we begin teaching punctuation? Why?
7. State clearly how you would present a language lesson on the words bad, badly; do, does, doesn't; sit, sat.
8. (a) In what grade does the State Manual and Course of Study introduce technical grammar?
   (b) In what grades is oral language to be emphasized?
9. (a) Make a sentence containing an interrogative adverb, an objective complement, a verb in the passive voice, a compound personal pronoun.
   (b) Analyze the sentence.
10. Write a letter accepting a formal invitation to attend a dinner party.

ORTHOGRAPHY.

ALL GRADES.

1. Distinguish between an abbreviation and a contraction, and give five examples of each.
2. After indicating the pronunciation of the following words, write the names of all the diacritic marks used: rations, machinery, havoc, her, wrath, accomplice, serge, combatants, ephemeral, dahlia, glacier.
3. Give two examples of, and illustrate in words suffixes having the following meanings: across, against, without, on, not.
4. Define accent, polysyllable, compound word, language.
5. (a) What is the object of learning to spell?
   (b) Explain the relation between spelling and reading.

LIST OF WORDS.

ALL GRADES.

1. anomalies
2. recluse
3. pecuniary
4. European
5. complaisant
6. Wednesday
7. muscular
8. fiend
9. orchard
10. science
11. derivative
12. souvenir
13. Rappahannock
14. furnace
15. custom
16. municipal
17. supervisor
18. probate
19. mustache
20. bridge
21. isthmus
22. meridian
23. Greenwich
24. Pere Marquette
25. Menominee
26. tributaries
27. campaign
28. Schenectady
29. pendulum
30. hyphen
31. presidential
32. instill
33. tongue
34. oriole
35. daisy
36. violets
37. solemn
38. lea
39. phlegm
40. desirable
41. secession
42. lynch
43. measles
44. salary
45. promontory
46. spices
47. tariff
48. commencing
49. divorce
50. relieve

PHYSICS.

FIRST GRADE.

1. Define mechanics, statics, dynamics.
2. Explain what is meant by transformation of energy, and conservation of energy.
3. (a) What is the kinetic energy of a 200-lb. cannon ball moving at the rate of 1164 feet per second?
   (b) Which is greater, the attraction of the earth for a pound of iron, or the attraction of the pound of iron for the earth?
4. Give and explain Pascal's law in regard to pressure.
5. (a) Give the rule for finding the specific gravity of a solid.
   (b) Explain the use of the specific gravity flask.

6. Explain by figures the foci of concave mirrors in the following cases:
   (a) When the source of light is at an infinite distance.
   (b) When the source of light is at a finite distance beyond the center of curvature.
   (c) When the source of light is between the center of curvature and the principal focus.
   (d) When the source of light is at the principal focus.
7. Explain polarization of light.
8. Give three experiments to show static electricity, and give the laws of static electricity.
9. (a) Name the instruments used to measure electricity.
   (b) Name the several means of generating an electric current.
10. (a) Give the laws of induced currents.
    (b) How are these laws applied in the construction of a dynamo?

SECOND GRADE.

1. (a) Illustrate the different classes of levers.
   (b) In a 5-ft. lever of the 2d class the load arm is 2 ft. How much will support a load of 300 lbs.?
2. In a wheel and axle the diameter of the wheel is 4 ft., that of the axle 6 in. How many pounds on the wheel will support 1,000 lbs. on the axle?
3. A pipe ½ in. in diameter is inserted in the top of a cask 2 ft. in diameter. When the water in the pipe weighs 2 lbs., what is the pressure upon the upper end of the cask?
4. Explain the "sweating pitcher."
5. Illustrate by a drawing the force pump.
6. Illustrate and explain the siphon.
7. (a) Why is sound fainter upon the tops of mountains than in the valleys?
   (b) Why can sound be heard more distinctly in the evening or just before a rain storm?
8. (a) Illustrate a lens that should be used by a near-sighted person.
   (b) Illustrate and explain the action of a plano-convex lens upon light.
9. Explain distillation.
10. Define and explain either magnetism or an electrical battery.

PHYSIOLOGY.

FIRST AND SECOND GRADES.

1. Of what aid is the medical inspection of schools in suppressing contagion?
2. What chemical changes take place in the mouth when the food is thoroughly masticated?
3. Where are the following fluids secreted: bile, gastric juice, saliva, synovia, tears?
4. Discuss the relative merits of beef, wheat, bread, apples, and candy as foods.
5. Of what advantage is systematic physical training?
6. Opium causes a restful sleep; nevertheless, it is harmful. Explain.
7. Mention five kinds of tissues found in the human body and state the characteristic qualities of each.
8. Describe the mesenteric circulation.
9. (a) What is hay fever?
   (b) Give the chemical properties of bones.
10. Describe the peristalsis of the stomach and state its importance.

THIRD GRADE, CLASS B.

1. (a) What are the special senses?
   (b) What nerves control the special senses? the heart?
2. Describe the pulmonary circulation.
3. (a) Name two good text-books in physiology with which you are familiar.
   (b) How does alcohol affect the kidneys?
4. Explain why a cold often causes temporary deafness.
5. Where and what are the following: retina, cochlea, tonsil, nails, vertebra?

6. (a) Give an example of a narcotic, a poison, a disinfectant, an antidote.
   (b) What is vaccination?
7. State five functions of the cerebellum.
8. Describe a sweat gland and state its functions.
9. Mention three precautions that children should observe in regard to care for the eyes.
10. What is the thorax? Name and locate the organs which it contains.

CLASS A.

1. (a) What are the special senses?
   (b) What nerves control the special senses? the heart?
2. Describe the pulmonary circulation.
3. In what way does a poorly ventilated room favor the development of disease germs?
4. Describe a sweat gland and state its function.
5. Mention three precautions that children should be taught to observe in regard to care for the eyes.
6. (a) Give an example of (a) a narcotic, (b) a poison, (c) a disinfectant, (d) an antidote.
   (b) What is vaccination?
7. Where and what are the following: retina, cochlea, tonsil, nails, vertebra?
8. How do you teach the effect of habit and regularity upon good health?
9. Compare the effects of alcohol and tobacco upon the nervous system of the young.
10. What changes take place in food after it passes the pylorus?

READING.

ALL GRADES.

"American Scholar."

NOTE—Applicants for first and second grade certificates answer last ten questions; those for third grade certificate, answer first ten.

1. Give the three important influences that act upon the mind.
2. This essay has been called the second declaration of independence. In what ways and for what reasons do you consider this true?
3. "Books are the best of things well used, abused, among the worst. * * * They are for nothing but to inspire. I had better never see a book than to be warped by its attraction clean out of my orbit, and made a satellite instead of a system. The one thing of value is the active soul. * * * Books are for the scholar's active times. When he can read God directly, the hour is too precious to be wasted in other men's transcripts of their readings."

   Express in your own words Emerson's idea of the comparative value of reading and "Man-Thinking."
4. "I do not see how any man can afford for the sake of his nerves and his nap, to spare any action in which he can partake." Mention one noted man whose life illustrates this sentiment, and explain in what way he spared no action.
5. Interpret the following:

   "In self-trust all the virtues are comprehended. Free should the scholar be—free and brave. Free even to the definition of freedom, 'without any hindrance that does not arise out of his own constitution.' Brave; for fear is a thing which a scholar by his very function puts behind him. Fear always springs from ignorance. It is a shame to him if his tranquility, amid dangerous times, arises from the presumption that, like children and women, his is a protected class; or if he seek a temporary peace by the diversion of his thoughts from politics or vexed questions, hiding his head like an ostrich in the flowering bushes, peeping into microscopes, and turning rhymes, as a boy whistles to keep his courage up. So is the danger a danger still; so is the fear worse. Manlike, let him turn and face it."
6. Do you believe with Emerson that one "learns immediately from any speaker how much he has already lived, through the poverty or splendor of his

speech"? Why? What is meant by "*splendor* of his speech"? How do you seek to enrich your vocabulary?

7. Mention two ways in which the study of this essay has gained inspiration for you.
8. (a) Who is the true scholar?
   (b) What is his office?
9. Why has there been a renewed interest in Emerson and his writings during the present year?
10. Give five reasons why you think that Emerson was a true "American Scholar."
11. "Another sign of our times * * * is the new importance given to the single person." How has the growth and importance of the individual changed since the production of this essay?
12. (a) In what way is Emerson's familiarity with the Bible shown in this production?
    (b) Why is this likewise a necessity for all scholars?
13. (a) What are the author's favorite figures of speech?
    (b) In the paragraphs quoted above pick out three different figures of speech and define the same.
14. Who were the Troubadours, Druids, Savoyards?
15. Give five characteristics of Emerson's style.

SCHOOL LAW.

ALL GRADES.

1. Name the apparatus which the director is required by law to furnish.
2. What control has a teacher over pupils outside of school hours?
3. Has a school board any authority to make rules for the internal management of a school?
4. What is the law in regard to the adoption of text-books?
5. For what causes may a board of examiners annul a certificate? What is the procedure?

THEORY AND ART.

ALL GRADES.

1. Name the chief factors of a good school, and discuss one of them.
2. What have you gained from the study of Tompkins' School Management?

3-4. "A teacher has no right to hear a lesson until he has become inspired through a deep study of it." Discuss this statement.

5. Name the punishments which you consider proper to be administered in a school.
6. Explain how a schoolroom should be constructed and arranged in order that it may promote all the best interests of the pupils.
7. In what grade does the State Manual and Course of Study provide that commercial geography shall be taught? History? Bookkeeping?
8. Define memory, imagination, perception, conception. State at what ages each of these faculties is most active.
9. Explain your method of teaching long division.
10. Explain your method of teaching spelling.

UNITED STATES HISTORY.

FIRST AND SECOND GRADES.

1. What motives prompted the exploration and colonization of America prior to 1620? Why were these expeditions so often unsuccessful?
2. Discuss "municipal reform" and its necessity, and name three leaders in the movement for better city government.
3. Who were the party leaders and what were the party issues in the campaign of 1892? Mention two important legislative enactments resulting from this administration.
4. Distinguish between the slavery of 1860 and the peonage of 1903.

5. **What were the prevailing financial conditions at the North during the Reconstruction period? What legislation improved them?**
6. **What was the first test of the power of the United States to enforce its laws under the Constitution and how did it result?**
7. **State at least five advantages possessed by the American soldiers over the British in the Revolutionary War.**
8. **"The student's work in history should include the philosophy and the facts of history." Discuss this statement, showing in what grades each idea should be emphasized.**
9. **Why and how has the Homestead Bill proved valuable in settling the Great West?**
10. **(a) Why is the United States interested in the Manchurian situation?**
    (b) Of what importance is the Erie Canal and how would its improvement affect the industries of the West?

THIRD GRADE, BOTH CLASSES.

Note.—Applicants for third grade certificate, Class B, answer first ten questions; for Class A last ten.

1. **What were the results of Gage's attempt to seize the stores at Concord?**
2. **Compare the policy of the French and of the English in the treatment of the colonists.**
3. **When and how did California become a part of the United States?**
4. **Mention five important improvements in the United States that LaFayette must have noticed on his visit.**
5. **In what ways did the South have the advantage in the Civil War?**
6. **(a) Tell of the "underground railway."**
    (b) When and by what means were negroes granted suffrage?
7. **What is your chief aim in history review? Why? How do you accomplish this?**
8. **Give four important events of the present administration, stating why you consider them so.**
9. **What can you say of William Henry Harrison and Tecumseh's conspiracy?**
10. **Write a paragraph each concerning any two of the following:**
    Servian tragedy; immigration during the past year; recent floods in the west; improvement of the Erie Canal.
11. **Who invented the telephone? Why was this important?**
12. **Tell the story of Captain John Smith as to a class in second grade.**
13. **What qualities would you emphasize in teaching the stories of the lives of great men? Why? Give an illustration.**

IV. Questions prepared by the Superintendent of Public Instruction for the regular examination, October, 1903.

ALGEBRA.

SECOND GRADE.

1. **Define (a) term, (b) equation, (c) literal quantity.**
2. Divide $a^3 - b^3$ by $a^{1/3} - b^{1/3}$.
3. Factor the following and give case involved:
    (a) $\frac{1}{4} x^4 - \frac{1}{9} y^2$.
    (b) $\frac{1}{9} x^2 + \frac{1}{3} xy + \frac{1}{4} y^2$.
    (c) $(x + y)^2 - (a - b)^2$.
    (d) $x^2 - 7x - 60$.
4. **A and B have the same amount of salary. A saves ⅕ of his each year. B spends ½ more than A and at the end of three years is $600 in debt. What is the salary of each?**
5. $\left\{ \begin{array}{l} x^2 + xy = 140 \\ y^2 + xy = 56 \end{array} \right\}$
    Find values of *x* and *y*.
6. **Find two numbers whose sum is 20 and whose product is 99.**

7. A number consists of two digits whose sum is 9. If 9 be added to the number the digits will be reversed. What is the number?
8. Divide 100 into two such parts that three times the lesser part equals twice the greater.
9. A is 20 years older than B, and B's age is as much below 70 years as A's is above 30 years. Find age of each.
10. A man owning a corner lot containing 4,000 sq. ft., finds that it takes 876 sq. ft. of plank to build a 6 ft. sidewalk in front and on the side. Find the size of the lot.

ARITHMETIC.

SECOND GRADE.

Mental Work.

Write full analysis. Marking should be made almost entirely upon the analysis. Mere solutions should receive no credit.

1. A and B can earn $40 in 5 days. If A does ¾ as much as B, how long will it take for each to earn $20?
2. If ¾ of a bushel of wheat cost 60 cents, what will 2 bushels cost?
3. A man paid $24 for 18 yds. of cloth. At what price per yd. must he mark it in order to deduct 25% and still make 20%?
4. A can build a wall in 8 days which with B's help he can build in 5 days. How long will it take B to build it?
5. A and B earn $6 per day; A and C earn $5 per day; B and C, $3 per day. How much does each earn?

Written Work.

1. Discuss as before a class the principles of fractions.
2. Bought 100 tons of coal for $507.50 on three months' credit. At what price per ton must I sell it for cash to make 50%, money being worth 6%?
3. I bought carpeting ¾ yd. wide to carpet a room 18 ft. long by 16 ft. wide. How many yds. will it take to lay the strips lengthwise? How many to lay the strips crosswise, there being no waste in matching?
4. A boat sailed due E. 400 miles, then N. 300 miles, then N. W. 600 miles. How far was it from the starting point?
5. Draw a note for $600, due in 90 days, discounting the note at a bank the same day at 8%.

Note.—5 credits for correct note, 5 credits for solution.

THIRD GRADE, BOTH CLASSES.

Mental Work.

1. ⅔ of $12 is ⅘ of my money. How much have I?
2. John lost ½ his money, after which he earned ½ as much as he lost. He then lacked $12.50 of having as much as he had at first. How much had he at first?
3. Sold pens at 18c per dozen, gaining 2%. What did they cost?
4. Divide $21 among A, B, and C in the ratio of 1, 2, and 4.
5. How many times can each of the dry measures be filled from a bushel?

Written Work.

1. When is 3 an exact divisor of a number? 5? 8?
2. What will it cost to carpet a room 18 ft. long, 15 ft. wide, with carpeting ¾ yds. wide, at $1.20 per yd., if there is five yards' waste in matching?
3. What is the interest on $25.60 for 15 days at 4½%?
4. Find the diagonal of a square mile.
5. Outline a lesson on some phase of percentage for the sixth or seventh grade.

MENTAL ARITHMETIC.

ALL GRADES.

Note.—(1) Distribute these lists among all the applicants, placing them face down upon the desks.

(2) Each applicant write his number or name across the back of the list.

(3) At a signal from the commissioner, all reverse the papers and in the *right-hand margin* write as many answers to the first 19 questions as possible in 15 *minutes*. All then work No. 20, 5 minutes allowed for it.

(4) At the second signal, all again reverse the papers when they will at once be collected by the examiners.

Give (a) *one-fourth per cent* for each answer written. (b) *one per cent* additional for each *correct* answer, making 25 per cent for this part of the examination.

1. From ⅔ of 1,000 take ⅓ of 1,000.
2. From the sum of ¼ and 2 take the difference between ¼ and ⅞.
3. What will ½ gross pens cost @ ¾c each?
4. How many times can ¾ be taken from 21?
5. Multiply the sum of the odd digits by the sum of the even digits.
6. What cost 12½ lbs. of butter @ 18c?
7. Find the cost of 150 yds. cloth at 27c per yard.
8. What cost 1,200 lbs. of hay at $15 per ton?
9. What part of a year is 9 mos. and 10 days?
10. Three boys invest respectively 25c, 30c, 45c, and gain 20%. What is each one's share of the gain?
11. How many horses at $75 can be bought with $1,200?
12. Multiply 75 by 66⅔.
13. How many times is 33⅓ contained in 300?
14. What is the gain or loss per cent when half an article is sold for what it all cost?
15. What is the gain or loss per cent when all of an article is sold for what half of it cost?
16. How many board feet in a timber 6 in. by 8 in. and 12 feet long?
17. How many acres in a field 160 rods long and 12½ rods wide?
18. What part of a bushel is 1½ qts.?
19. What cost 4½ gallons of milk at 5½c per quart?
20. Paid $1.50 for goods; marked them to gain 20%, but sold at a discount of 10%. What did I get for them?

BOTANY.

SECOND GRADE.

1. Describe the proper conditions for germination of seeds.
2. What is a bud? Describe three plans of bud arrangement, and name some plants having buds so arranged.
3. Describe adventitious roots and name two plants which have them.
4. Describe the direction and manner of growth of the morning glory; of the climbing bean.
5. Define venation and describe three kinds.
6. Define calyx, corolla, and name five different forms of the latter.
7. (a) Define the terms monecious, diecious, polygamous.
   (b) Define staminate flowers; apetalous and irregular flowers.
8. Explain determinate and indeterminate inflorescence and give examples.
9. Define spike, head, corymb, umbel, catkin.
10. Define and give examples of nut, samara, follicle, capsule, legume.

CIVIL GOVERNMENT.

SECOND GRADE.

1-2. Give the various steps in electing President, from the primaries to the inauguration.

3. What are the most important powers vested in the President? Why important?

4. (a) Name the various cabinet offices.
   (b) Name the last two created.
5. (a) How is the number of members of Congress determined?
   (b) When will the present number again be changed?
6. (a) If there is a vacancy in the national House of Representatives how is this vacancy filled?
   (b) Who is the member of Congress from your district?
7. Why should the military power be subordinate to the civil power?
8. (a) In the State election what political committees manage the work of each party?
   (b) Name the present state officers, and give a full statement of the duties of one of them.
9. Name the members of your county board of school examiners, and give duties, terms of office, and salary of each.
10. Give outline of the judiciary of Michigan from the justice in township to justice of Supreme Court.

THIRD GRADE, BOTH CLASSES.

1. (a) Name the three departments of government.
   (b) What is the necessity of having them distinct?
2. Name the State officials which belong to each of the three departments.
3. (a) Name the county officers.
   (b) Give time of their election and terms of office.
4. Why should not a person be punished for an act which the law afterward made a crime?
5. What advantages are there in having the legislature composed of two houses? What disadvantages?
6. (a) How may a territory become a state?
   (b) What territories have recently asked to be admitted to statehood?
7. Mention the principal duties of the Superintendent of Public Instruction.
8. The President:
   (a) How often elected?
   (b) Next election?
   (c) Salary?
   (d) Successor in case of death of both President and Vice President?
   (e) Principal duties?
9. Discuss the powers of Congress with reference to (a) money, (b) weights and measures.
10. Give synopsis of the election, duties, salaries, of judge of circuit court and judge of probate court.

GENERAL HISTORY.

SECOND GRADE.

(Answer any ten.)

1. Describe the rise of the Franks under Clovis. Explain why his conquests were more permanent than many of those of other German emperors.
2. What was the conception of Darius in regard to the Persian empire? How did his services as an organizer result?
3. Mention four things that checked the progress of the Reformation in the sixteenth century.
4. What was the result of the uprising of 1848 in Germany?
5. State the chief event of the reign of King John of England and tell how this has affected subsequent governments.
6. Give an account of the massacre of St. Bartholomew and its results.
7. Of what significance was the siege of Sebastopol? Battle of Austerlitz?
8. What is the importance of the reign of Henry VIII? Give reasons.
9. Mention the characteristics that mark the present age in Great Britain.
10. What are the six most significant questions that have arisen in Europe since the middle of the fifteenth century?
11. (a) What is the present status of the Moslem empire? Why is this significant?

(b) Who is the U. S. Minister to Turkey?
(c) Why is his post an important one?

GEOGRAPHY.

SECOND GRADE.

1. Name and describe three movements of the ocean.
2. Give the theory of the cause of geysers. Locate two geyser regions.
3. Name cities of the United States in which each of the following are manufactured in large quantities: Shoes, steel rails, locomotives, cutlery, furniture, flour, woolen goods, cotton goods, electrical appliances, glass.
4. Compare Michigan and Mexico as to area, products, education.
5. Name five important sea ports in Europe, in Africa, in Australia.
6. What are the chief occupations of the people in Brazil, Italy, China.
7. Locate San Francisco accurately, then give direction and approximate distance to each of the following: Olympia, Omaha, St. Louis, Denver, City of Mexico.
8. How does the production of coal in Great Britain compare with that in the United States? The production of steel?
9. From what countries do we get asphalt, sulphur, camphor, hides, diamonds?
10. Give the following information in regard to Michigan: Area, number of counties, population, leading railroads, State educational institutions, location of fruit belt, names of ports from which iron ore is shipped, also copper ore, names of counties containing coal mines, names of counties containing salt wells, and the five largest cities in order.

THIRD GRADE, BOTH CLASSES.

1-2. Give the following information in regard to Michigan: Area, number of counties, population, leading railroads, State educational institutions, location of fruit belt, names of ports from which iron ore is shipped, also copper ore, names of counties containing coal mines, names of counties containing salt wells, and the five largest cities in order.
3. Name the several groups of states in the United States. Which is the largest and which the smallest group?
4. Name the chief rivers of Asia.
5. Describe carefully the surface of Europe.
6. Explain the excessive rainfall in the Amazon valley. Are there other similar regions in the world and if so, where?
7. Define ocean currents, longitude, zone, divide, deltá.
8. What do we import from Argentina, Japan, Brazil, and what do we export to those countries?
9. Locate Sitka, Bogota, Valparaiso, Bordeaux, Beirut.
10. Give the effects that would be produced if the earth's axis were inclined 45° to the plane of the ecliptic.

GRAMMAR.

SECOND GRADE.

1. Define and illustrate a restrictive clause, the infinitive in *ing*, mode, nominative absolute.
2. Illustrate and classify objectives.
3. Give the regular position in a sentence of the following: Subject, verb, adjective, adverb, prepositional phrase. For what reasons may this order be changed?
4. Give sentences to illustrate adverbial clauses of place, manner, degree, purpose, concession.
5. Name six ways in which the subject may be modified. Illustrate two of them.
6. How are sentences classified according to use?
7. Define a complex sentence. Of what may such a sentence consist?

8. Give the construction of the italicized words in the following:

> "*Ay*, call *it* holy *ground*,
> The *soil* where *first* they trod;
> They have left *unstained what* there they found,—
> *Freedom to worship God.*"
> —*Hemans.*

9. Explain when a collective noun is singular and when plural.
10. How do you use the State Manual and Course of Study in your language and grammar classes?

THIRD GRADE, BOTH CLASSES.

1. Define accurately the subject of a sentence, the predicate of a sentence.
2. Define sentences according to form.
3. Define abstract noun, collective noun, verbal noun, and give examples.
4. Give the rules for comparison of adjectives, and illustrate each.
5. What should be given in parsing an infinitive, a pronoun?
6. Outline a language lesson on the words "to, too, two," for the third grade.
7. Give the construction of the italicized words in the following:

> "Speak *clearly if* you speak *at all;*
> *Carve* every word *before* you *let* it *fall.*"

8. What does the State Manual and Course of Study say of language work in the fourth grade?
9. What tenses does your author use in the subjunctive mode? What does he say in regard to the potential mode?
10. State clearly in not more than fifty words the thought contained in the proverb: "A rolling stone gathers no moss."

Note.—Examiners mark on clearness, diction and punctuation.

ORTHOGRAPHY.

ALL GRADES.

1. Write a word (a) with a prefix, (b) with a suffix, (c) with both prefix and suffix, (d) that is derivative, (e) that is primitive.
2. In what grades and how do you teach the use of the dictionary?
3. (a) What is an idiom? Give an illustration.
   (b) Give the origin of the English alphabet.
4. (a) What is the value of silent *e* in *(a)* made, *(b)* peaceable; of *b* in plumb; of *p* in psalm?
   (b) Mention three letters that are never silent.
5. Give words to illustrate: ç, th, ġ, ā, e̱, ī, ȳ, ă.

LIST OF WORDS.

1. perpetuity
2. liquor
3. capacious
4. confederate
5. distilleries
6. hereditary
7. exemplified
8. pugnacity
9. hemisphere
10. Colombia
11. bargain
12. finance
13. commercial
14. syntax
15. industrial
16. proprietor
17. inconveniently
18. Missaukee
19. dimensions
20. interrogative
21. sufficient
22. immovable
23. anarchist
24. customary
25. individual
26. agriculture
27. equality
28. Nicaragua
29. candidate
30. automobile
31. gorgeous
32. irreclaimable
33. statistics
34. aliquot
35. thistles
36. Caucasus
37. cyclone
38. comical
39. unceremoniously
40. perforate
41. rabies
42. albumin
43. intestine
44. democratic
45. dandelion
46. annoyance
47. preference
48. pumpkin
49. Emmet
50. oral

PHYSICS.

SECOND GRADE.

1. Give the molecular theory.
2. Why does soil retain moisture longer in a dry time if frequently cultivated? Give an experiment in physics to show this.
3. (a) Give the laws of falling bodies.
   (b) Make a problem and apply one of the laws.
4. Explain the mechanical advantage of the wheel and axle, and give the formula.
5. What do barometric variations indicate?
6. (a) Define sound, echo, siren, pitch.
   (b) What is interference of sound waves and give a simple experiment to illustrate it.
7. What is calorimetry? A thermal unit? Thermal capacity?
8. (a) Illustrate a lens that should be used by a far sighted person, and explain why.
   (b) Illustrate and explain refraction of light.
9. Define conductor, insulator, electroscope, potential, induction.
10. Contrast the physiological effects of electricity produced by an electrical machine and by a dynamo.

PHYSIOLOGY.

SECOND GRADE.

1. (a) Describe the arrangement of the gray and the white matter in the brain and state the function of each.
   (b) What are the effects of injury to the spinal cord?
2. Locate and state the importance of the portal vein.
3. (a) What is the pulse?
   (b) How is the flow of blood regulated?
4. State the importance of fats as foods and tell where and how they are acted upon by the digestive fluids.
5. (a) How would you treat a burn by an acid?
   (b) What are the symptoms of strychnine poison? How treated?
6. (a) What is meant by sanitary science?
   (b) How should sanitary science affect the spread of communicable diseases?
7. How does alcohol affect the warmth of the body? Why does it cause this condition?
8. Describe the outer ear. What is the effect of injury to the outer ear upon the hearing?
9. (a) What use do you make of calisthenics in the schoolroom? What has been the result?
   (b) State the functions of the thoracic duct.
10. Explain the relation between the skin and kidneys in regard to excretion.

THIRD GRADE, BOTH CLASSES.

1. (a) What is the chemical composition of bone?
   (b) Give three functions of bones.
2. Describe the chambers of the heart and explain how the heart pumps blood through the body.
3. (a) Distinguish between a secretion and an excretion.
   (b) Name the organs of excretion.
4. What change takes place in the air in the lungs? In the blood?
4. Describe the middle ear and explain how diseases of the throat may permanently affect the hearing.
6. (a) Of what use is yawning?
   (b) Locate dentine, marrow, epithelium, mitral valve, cornea, auditory nerve, sacrum.
7. Mention five duties of the board of health in a township.

8. How does alcohol change the blood?
9. Describe the bile, telling what foods it acts upon.
10. Explain the functions of the spinal cord and state its functions.

READING.

ALL GRADES.

"A Rill from the Town Pump."

1. (a) From what collection of stories is this selection taken?
   (b) Who is its author?
2. (a) Give five reasons why this selection is especially well adapted for reading in grades below the high school.
   (b) What is your method of interesting children in suitable reading at home?
3. (a) Why does the town pump deserve the titles "town treasurer," "overseer of the poor," "head of the fire department," "keeper of peace"?
   (b) What is the "March meeting" called in Michigan?
   (c) What season of the year and what time of day are described?
4. Compare the picture presented by the school-boy and the elderly "customer" who succeeds him.
5. "Welcome, most rubicund sir! You and I have been great strangers hitherto; nor, to confess the truth, will my nose be anxious for a closer intimacy till the fumes of your breath be a little less potent. Mercy on you, man! the water absolutely hisses down your red-hot gullet and is converted quite to steam in the miniature Tophet which you mistake for a stomach. Fill again, and tell me, on the word of an honest toper, did you ever, in cellar, tavern, or any kind of a dram-shop, spend the price of your children's food for a swig half so delicious? Now, for the first time these ten years, you know the flavor of cold water. Good-bye; and whenever you are thirsty, remember that I keep a constant supply at the old stand."
   (a) What can you say of Hawthorne's humor as found in this paragraph?
   (b) How would changing such words and expressions as "swig," "toper," "red-hat gullet," "I keep a constant supply at the old stand," and the like, affect the impression of the above paragraph upon the reader?
6. (a) What is an allegory?
   (b) Name one other great allegory and its author.
7. Mention three Puritan customs suggested by the author.
8. (a) What can you say of the truth of this statement: "The better you think of me the better men and women you will find yourselves"?
   (b) Interpret:
   "In the moral warfare which you are to wage—and, indeed, in the whole conduct of your lives—you cannot choose a better example than myself, who have never permitted the dust and sultry atmosphere, the turbulence and manifold disquietudes, of the world around me to reach that deep, calm well of purity which may be called my soul. And whenever I pour out that soul it is to cool earth's fever or cleanse its stains."
9. Mention some lessons of cooperation and benefit to humanity that may be learned from the town pump.
10. "And when I shall have decayed like my predecessors, then, if you revere my memory, let a marble fountain richly sculptured take my place upon this spot. Such monuments should be erected everywhere and inscribed with the names of the distinguished champions of my cause."
    (a) What is the great temperance organization of the U. S.?
    (b) Who are five of the "distinguished champions" of this cause?
    (c) Mention some ways in which they seek to bring about a reform.
    (d) How does the purity of the water supplied in cities affect the cause of temperance?

SCHOOL LAW.

ALL GRADES.

1. Give the duties of school inspectors, also the date of their annual meeting.
2. What qualifications are necessary for a member of the board of school examiners?
3. Name six purposes for which the voters in a school meeting may vote a tax.
4. What reports must a teacher make to the director? To the county commissioner of schools?
5. Our Supreme Court has decided that a teacher must hold a legal certificate covering the entire period of his contract to teach, otherwise the contract is void. (See McCloskey vs. School District in Detroit Legal News of August 8, 1903).
   (a) Who is liable to loss if the foregoing condition is not complied with?
   (b) Can a teacher collect his pay under a parol, or implied contract?

THEORY AND ART.

ALL GRADES.

1. What *instruments* of school work are mentioned by Mr. Tompkins? What does he say in regard to the use of text-books?
2. Under School Supervision, what does he say in regard to "selecting a teacher" and "aiding a teacher"?
3. Are schools *good* in proportion to the money expended on them? Why?

4-5. Summarize what Mr. Tompkins says in regard to classifying and grading a school.

6. What do you understand by a *flexible* system?
7. Which must stand first with the teacher, *system* or *results*? Why?
8. What is "self-activity in the process of learning?"
9. What is teaching? Are leading questions ever permissible? Why?
10. Name five proper school incentives.

Note.—The questions on Theory and Art for the year beginning January 1, 1904, will be based upon White's "Art of Teaching" of the Teachers' Reading Circle course for the current year. "Government in State and Nation" will be used in part for questions in Civil Government.

UNITED STATES HISTORY.

SECOND GRADE.

1. During the periods of discovery and colonization what important settlements and missions were established by the Spaniards?
2. Sketch the career of Zachariah Chandler and state the important services he rendered the United States and his State.
3. What territorial controversies arose as a result of the Mexican War? How were they settled? What bearing did this have upon the slavery question?
4. What is a blockade? State the effect of the blockade in the South during the Civil war.
5. Give your opinion concerning the justice of the removal of General Schuyler, with reasons.
6. Make a statement concerning any five of the following: Sir Thomas Lipton, Lou Dillon, Minister Beaupre, Minister Leishman, Lord Salisbury, President Diaz, Pius X, Seth Low, Jacob A. Riis, William H. Taft.
7. State Lee's object in invading Maryland, with results of this invasion.
8. (a) Mention the patriotic poems that you would have a class become familiar with in studying (a) Revolutionary war, (b) War of 1812, (c) Civil war.
   (b) What was the result of Howe's failure to join forces with Burgoyne?
9. How did Clay propose to settle the slavery question? What is your opinion as to the wisdom of this plan?
10. (a) State the important legislation since 1889 that has affected the tariff.
    (b) Name the men who, having won military honors, have then become Presidents of the United States.

THIRD GRADE, BOTH CLASSES.

1. Give approximate date and location of the first American representative legislative assembly and its effect upon the subsequent management of governmental affairs.
2. Name three territorial acquisitions by purchase made by the United States and state with reasons the relative importance of each.
3. Describe briefly the work of the Spanish missionaries in the northwest.
4. Do you make use of good pictures to aid children in understanding history? Why? Illustrate.
5. Of what significance are any three of the following: Military Staff Bill, Alaskan Boundary Commission, rejection of Colombian treaty by Colombia, Macedonian insurrection?
6. How do you associate Lewis Cass, Austin Blair, Russell A. Alger, Zachariah Chandler with Michigan history?
7. Describe the capture of Quebec. What struggle did it decide and with what results?
8. Sketch the career of John C. Fremont and state the importance of his services to his country.
9. Why did Congress pass the Tenure of Office act?
10. Describe the capture of Mobile and state the importance of this as compared with the other naval engagements of the Civil war.

EDUCATIONAL FUNDS

AND REPORT OF

UNIVERSITY OF MICHIGAN.

EDUCATIONAL FUNDS.

PRIMARY SCHOOL FUNDS.

Seven per cent fund:		
Amount on which state pays interest June 30, 1903.	$4,193,642 40	
Due from purchases of land, June 30, 1903........	134,182 02	
Total seven per cent fund June 30, 1903..................		$4,327,824 42
Five per cent fund:		
Amount on which state pays interest June 30, 1903.............		919,365 17
Total school fund June 30, 1903............................		$5,247,189 59

INCOME ON PRIMARY SCHOOL INTEREST FUND.

Interest paid by state on seven per cent fund during year ending June 30, 1903.........................	$301,954 40	
Interest and penalty paid by holders of land on seven per cent fund during year ending June 30, 1903....	6,061 39	
Interest paid by state on five per cent fund...........	44,782 11	
Total income for both funds.................................		$352,797 90
Surplus of specific taxes transferred.................	$2,975,703 83	
Paid by trespassers on school land....................	2,243 90	
Transferred from general fund	1,720,037 86	
Total		4,697,985 59
Total income for year ending June 30, 1903................		$5,050,783 49

UNIVERSITY FUND.

Amount on which state pays interest June 30, 1903....	$539,309 61	
Interest paid by state on land grant..........................		$37,666 73
Interest paid by state on deposit..............................		50 00
Interest and penalty paid by holders of land........................		835 40
Total income for year ending June 30, 1903...............		$38,552 13

AGRICULTURAL COLLEGE FUND.

Amount on which state pays interest June 30, 1903.....	$886,985 47	
Interest paid by state		$61,213 56
Interest and penalty paid by holders of land........................		3,461 56
Paid by trespassers on lands....................................		226 31
Received from United States government..........................		25,000 00
Total income for the year ending June 30, 1903.............		$89,901 43

NORMAL SCHOOL FUND.

Amount on which state pays interest June 30, 1903	$68,299 79	
Interest paid by state		$4,078 61
Interest and penalty paid by holders of land		105 27
Total income for year ending June 30, 1903		$4,183 88

UNIVERSITY OF MICHIGAN.

THE TREASURER'S REPORT FOR THE FISCAL YEAR ENDING JUNE 30, 1903.

GENERAL ACCOUNT.

Leaving out of consideration the balances at the beginning and the end of the year, the Treasurer reports the receipts of $837,851.24, and disbursements amounting to $855,573.01.

The following summaries show the sources of income and the purposes for which the expenditures were made:

Summary of Receipts, Showing Sources of Income, for the Fiscal Year Ending June 30, 1903.

A. From the State Treasury:

For Current Expenses:	
Proceeds of quarter-mill tax for the year 1902 (one tenth)	$39,452 50
Proceeds of quarter-mill tax for the year 1903 (seven-tenths)	276,167 50
Special appropriation for Homœopathic Medical College	6,000 00
Special appropriation for Summer Hospitals, 1902	3,000 00
Special appropriation for Summer Hospitals, 1903	3,000 00
University Interest (including interest on the Special Treadwell Fund deposit)	39,255 23
For Psychopathic Ward	25,000 00
For Buildings and Extraordinary Repairs	167,959 80
Total from State Treasury	$559,835 03

B. From Students' Fees and Deposits:

(1) Matriculation Fees and Annual Fees:		
Department of Literature, Science, and the Arts	$55,280 00	
Department of Engineering	27,365 00	
Department of Medicine and Surgery	18,255 00	
Department of Law	41,785 00	
School of Pharmacy	3.270 00	
Homœopathic Medical College	3,315 00	
College of Dental Surgery	5,260 00	
Combined Courses	360 00	
Summer Sessions:		
Literary Department	1.395 00	
Medical Department	1,195 00	
Law Department	1,635 00	
	$159,115 00	
Less amounts refunded to students under the regulations of the Regents	4,070 00	$155,045 00

(2) Diploma Fees	$8,720 00	
Less sums refunded	90 00	$8,630 00
(3) Payments and deposits on account of laboratory or demonstration courses, rent of gymnasium lockers, use of keys and drawing boards, and the like	$34,987 97	
Less sums returned to students on settlement of accounts	3,529 64	31,458 33
Net receipts from Students' Fees and Deposits		$195,133 33

C. RECEIPTS FROM MISCELLANEOUS SOURCES:

From University Hospital	$43,939 46	
From Homœopathic Hospital	18,341 99	
From Dental Operating Room	6,362 03	
From Engineering Shops	383 10	
From interest on bank deposits	1,124 41	
Unclassified	5,042 25	75,193 24

RECAPITULATION:

From State Treasury	$559,835 03
From Students' Fees and Deposits (gross receipts)	202,822 97
From Miscellaneous sources	75,193 24
Total receipts, as previously stated	$837,851 24

Summary of Expenditures for the Fiscal Year Ending June 30, 1903.

A. PAY ROLLS:

General Pay Roll	$193,586 86
Department of Engineering	48,958 06
Department of Medicine and Surgery	41,823 62
University Hospital	13,788 24
Department of Law	44,029 50
School of Pharmacy and Chemical Laboratory	24,400 00
Homœopathic Medical College	11,000 00
Homœopathic Hospital	4,712 95
College of Dental Surgery	12,720 00
Summer Schools:	
Literary	7,155 00
Medical	1,126 25
Law	995 72
	$404,296 20

B. EXPENSES FOR LABORATORIES, SHOPS, DEMONSTRATION COURSES, ETC.:

Anatomical Laboratory, material and supplies	$2,224 86
Botanical Laboratory and Garden	884 74
Chemical Laboratory	9,882 54
Dental Operating Room (including incidental expenses of the College of Dental Surgery)	5,734 42
Electrotherapeutical Laboratory	418 67
Engineering Laboratory and Shops	2,193 31
Histological Laboratory	1,221 06
Hygienic Laboratory	6,732 84
Pathological Laboratory	585 39
Physical Laboratory	1,861 15
Physiological Laboratory	416 12
Surgical Clinics and Demonstrations	297 06
Zoological Laboratory	974 02
	$33,426 18

C. Libraries:

Book Purchases (not including purchases from trust funds):	
General Library	$9,760 39
Medical Library	1,290 47
Law Library	1,677 33
Homœopathic Library	182 59
Dental Library	190 81
Bindery Pay Roll	2,304 10
Incidental Expenses, assistants, cataloguing, etc	694 31
	$16,100 00

D. Departmental Current Expenses:

Department of Literature, Science and the Arts (Appointment Committee, English, Forestry, Geology, German, Greek, History, Latin, Music, Philosophy, Political Economy, Psychology)	$2,072 64
Department of Engineering (Civil Engineering, Incidentals, Naval Architecture)	4,254 25
Department of Medicine and Surgery (Dermatology, Incidentals, Materia Medica, Nervous Diseases, Ophthalmology, Pasteur Institute, Theory and Practice)	1,847 61
Department of Law	787 57
Homœopathic Medical College	420 36
Summer Schools:	
Literary	370 64
Medical	32 75
Law	133 98
Hospitals:	
University Hospital	27,538 00
Summer Expenses	2,000 00
Homœopathic Hospital	15,713 35
Summer Expenses	1,000 00
Laundry	5,026 38
	$61,197 53

E. Miscellaneous Current Expenses:

Contingent (including purchase of real estate)	$29,144 88
Ordinary Repairs	8,813 38
Fuel and Lights	32,679 47
Water Supply	2,496 55
Electrical and Heating Plants (supplies and pay rolls)	3,037 37
Carpenter Shop (material) and Care of Teams	2,806 01
Diplomas and Commencement Expenses	2,192 44
Advertising and Printing	3,411 77
Postage	1,217 20
News Letter and Alumni Association	1,400 00
General Catalogue	362 22
Michigan Law Review	500 00
Gymnasiums	229 78
Museum	488 46
Observatory	302 65
Inspection of schools	479 85
Printing Plant	360 93
Return of Students' Fees and Deposits	7,689 64
	$97,612 60

F. **New Buildings and Extraordinary Repairs:**

On account of Psychopathic Ward	$23,663 45
On account of Engineering Building	69,836 34
On account of Barbour Gymnasium	8,190 76
On account of Addition to Heating Plant	14,090 15
On account of Medical Building	78,410 10
On account of Repairs to General Library	9,239 63
On account of Hospital Boiler House	31,853 12
On account of Palmer Ward	7,656 94
	$242,940 50

Recapitulation:

Pay Rolls	$404,296 20
Laboratories, etc.	33,426 18
Libraries	16,100 00
Departmental Current Expenses (including hospital accounts)	61,197 53
Miscellaneous Current Expenses (heating, lighting, ordinary repairs, refunds to students, etc.)	97,612 60
New Buildings and Extraordinary Repairs	242,940 50
Total, as previously stated	$855,573 01

TRUST FUNDS.

The changes in the trust funds during the year may be summarized as follows:

Balance reported by Treasurer, June 30, 1902	$260,588 18
Received during the year as gifts and contributions	19,846 10
Income (interest, rents, etc.)	14,090 72
	$294,525 00
Paid for expenses and the specific objects of the several funds (including $3,370.80, paid for premiums on bonds purchased)	37,358 11
Balance June 30, 1903	$257,166 89

The foregoing sum is represented by property as follows:

I. In hands of University Treasurer:		
Cash	$48,058 17	
Investments and Securities	167,440 00	
Real Estate belonging to the Bates Fund (estimated value)	28,226 46	$243,724 63
II. Portion of Williams Fund in hands of Mr. Field:		
Cash	$61 56	
Investments and Securities (net)	11,613 60	
Real Estate (book value)	1,767 10	13,442 26
		$257,166 89

Tabular statement of the balances in the several trust accounts on the books of the Treasurer at the beginning and at the end of the fiscal year (including the portion of the Williams Fund in charge of Mr. George S. Field, of Detroit). For the Hunt Fellowships and Scholarships no accounts have yet been opened, as has been stated above.

Balance, June 30, 1902.	DESIGNATION OF FUND.	Balance, June 30, 1903.
$108 46	Philo Parsons	$111 74
542 75	Buhl Law Library	498 30
12 49	Liquid Air Plant	12 49
8 20	Early Christian Literature	2 59
2 32	Special Latin	3 42
107 67	Chemical Apparatus	108 47
1,330 76	Music Hall	1,363 53
11	American School at Rome	11
6 35	Class of 1899 Memorial	6 35
17,932 30	Palmer Ward	895 56
1 05	Warner Deposit	1 10
1,168 60	Walter Crane	571 26
9 16	Elisha Jones Classical Fellowship	9 44
	Parke, Davis & Co. Fellowship	
1 56	Stearns Pharmacy Fellowship	1 56
437 94	Peter White Fellowship	454 42
	D. M. Ferry Botanical Fellowship, *Overdrawn*	[50 00]
16 93	James W. Scott Classical Fellowship	17 21
*[42 43]	*Overdrawn.* Gas Association Fellowship	42 60
	Nelson, Baker & Co. Fellowship	
	Buhl Classical Fellowship	5 36
50 00	Biological Laboratory Scholarships	
3,526 25	International Club Scholarships	2,781 25
29,052 31	Seth Harrison Scholarships (original principal, $25,000.00; accumulated principal, $27,175.16)	29,426 82
550 55	Phillips Scholarships	609 98
2,718 67	Morris Alumni Fellowship	2,792 41
1,526 41	Loan Fund of the Class of 1894	1,581 49
177 53	Class Scholarship of 1897	181 40
286 70	Class Scholarship of 1898	389 06
32 12	Law Class of 1899 Loan Fund	33 09
210 59	Newton Van der Veer Loan Fund	318 48
1,005 33	Students' Lecture Association Loan Fund	1,031 00
653 89	Good Government Club Prize Fund	724 90
206 09	Goethe Library (principal, $318.00)	212 33
12,659 38	Coyl Collection (principal, $10.000.00)	12,875 63
24,375 77	Ford-Messer (principal, $20,000.00)	22,834 15
16,849 00	Williams Professorship	17,585 42
131,677 12	Bates Professorship	130,832 56
11,221 95	Woman's Professorship	11,496 51
2,164 30	Hannah Elizabeth Davis Allopathic Hospital (principal, $2,054.05)	2,213 32
	Alice Freeman Palmer Memorial	10 15
	McMillan Shakespeare Library	76 43
	Treadwell Fund (Income)	53 10
	Stearns Fellowship in Music	1 90
	Palmer Free Bed	15,000 00
*$260,588 18		$257,166 89

From the above there would appear to be a diminution in the total of the trust funds, in spite of the additions received during the year. This is due mainly to the expenditure of $17,036.74 on the construction of the Palmer Ward at the University Hospital (in accordance with the conditions of the gift); the payment of $3,370.80 as premiums on securities purchased, which is properly chargeable to the income for the term of the securities; and the assessments for betterments on real estate forming a part of the Walter Crane property.

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* After deducting overdraft of $42 43 in the Gas Association Fellowship Fund.

For the Regents,
George A. Farr,
Arthur Hill,
Finance Committee.

STATISTICAL TABLES.

STATISTICAL TABLES.

TABLE I.

Comparative summary of statistics for the years 1902 and 1903.

Items.	1902.	1903.	Increase.	Decrease.
Districts and schools.				
Number of township and independent districts reporting	1,286	1,293	7	....
Number of graded school districts	552	562	10	....
Number of ungraded school districts	6,652	6,667	15	....
Total	7,204	7,229	25	....
Number of township unit districts	124	132	8	....
School census of graded school districts	417,131	423,440	6,309	....
School census of ungraded school districts	321,051	321,163	112	....
Total	738,182	744,603	6,421	....
Enrollment in graded school districts	291,019	293,611	2,592	....
Enrollment in ungraded school districts	222,649	220,582	....	2,067
Total	513,668	514,193	525	....
Enrollment in graded school districts:				
Resident pupils	291,019	293,611	2,592	....
Non-resident pupils	9,356	9,526	170	....
Total	300,375	303,137	2,762	....
Enrollment in ungraded school districts:				
Resident pupils	222,649	220,582	....	2,067
Non-resident pupils	8,810	8,529	....	281
Total	231,459	229,111	....	2,348
Enrollment in all school districts:				
Resident pupils	513,668	514,193	525	....
Non-resident pupils	18,166	18,055	....	111
Total	531,834	532,248	414	....

TABLE I.—CONTINUED.

Items.	1902.	1903.	Increase.	Decrease.
Enrollment in city school districts	218,676	215,692	....	2,984
Percentage of attendance for the State	66	66	....	....
Percentage of attendance in graded school districts	79	79	....	....
Number of districts reporting having maintained school	7,120	7,141	21	....
Average duration in months in graded schools	9.81	9.4	....	.41
Average duration in months in ungraded schools	8.17	8.2	.03	....
Average for the State	8.3	8.3	....	....
Number of districts furnishing free text-books	745	857	112	....
Number of private and parochial schools reported	424	468	44	....
Number of men teachers in such schools	388	417	29	....
Number of women teachers in such schools	840	819	....	21
Estimated number of pupils attending such schools	51,931	50,798	....	1,133
Number of day schools for the deaf in the State	6	7	1	....
Number of teachers employed in same	13	17	4	....
Number of pupils attending same	94	111	17	....
Teachers and their employments.				
Number of teachers necessary to supply graded schools	6,821	7,248	427	....
Number of teachers necessary to supply ungraded schools	6,981	6,971	....	10
Total	13,802	14,219	417	....
Number of men teachers employed in graded schools	942	969	27	....
Number of men teachers employed in ungraded schools	1,923	1,826	....	97
Total	2,865	2,795	....	70
Number of women teachers employed in graded schools	6,046	6,300	254	....
Number of women teachers employed in ungraded schools	7,341	7,569	228	....
Total	13,387	13,869	482	....

TABLE I.—CONTINUED.

Items.	1902.	1903.	Increase.	Decrease.
Whole number of different teachers employed in graded schools..................	6,988	7.269	281	....
Whole number of different teachers employed in ungraded schools................	9,264	9,395	131	....
Total....................................	16,252	16,664	412	....
Average number of months taught by men in graded schools........................	9.23	9.33	.10	....
Average number of months taught by men in ungraded schools........................	6.66	6.52	....	.14
General average.........................	7.51	7.49	....	.02
Average number of months taught by women in graded schools..................	9.54	9.59	.05	....
Average number of months taught by women in ungraded schools................	6.21	6.24	.03	....
General average.........................	7.72	7.76	.04	....
Total wages of men teachers in graded schools....................................	$737,646 10	$725,450 44	....	$12,195 66
Total wages of men teachers in ungraded schools....................................	377,186 13	420.784 79	$43,598 66	....
Total....................................	$1,114,832 23	$1,146,235 23	$31,403 00	....
Total wages of women teachers in graded schools....................................	$2,651,394 12	$2,804,962 66	$153,568 54	....
Total wages of women teachers in ungraded schools....................................	1,231.532 84	1,357,522 40	125,989 56	....
Total....................................	$3,882,926 96	$4,162,485 06	$279,558 10	....
Aggregate wages of all teachers in graded schools....................................	$3,389,040 22	$3,530,413 10	$141,372 88	....
Aggregate wages of all teachers in ungraded schools....................................	1,608.718 97	1,778.307 19	169,588 22	....
Total....................................	$4,997,759 19	$5,308,720 29	$310,961 10	....
Aggregate wages of teachers in city school districts....................................	$2,306,452 06	$2,416,100 35	$109,648 29	....
Average monthly wages of men teachers in graded schools..........................	$84 76	$80 24	....	$4 52
Average monthly wages of men teachers in ungraded schools.........................	29 45	35 33	$5 88	....
Average monthly wages of men teachers in all schools...........................	$51 83	$54 72	$2 89	....

TABLE I.—CONTINUED.

Items.	1902.	1903.	Increase.	Decrease.
Average monthly wages of women teachers in graded schools	$45 94	$46 43	$0 49	....
Average monthly wages of women teachers in ungraded schools	26 99	28 73	1 74	....
Average monthly wages of women teachers in all schools	$37 58	$38 66	$1 08	....
Examination and certification of teachers.				
Number of public examinations held	321	309	....	12
Number of applicants for regular certificates	11,533	11,547	14	....
Number of county first grade certificates granted	65	91	26	....
Number of indorsed first grade certificates granted	67	50	....	17
Number of second grade certificates granted	2,003	2,243	240	....
Number of third grade certificates granted	4,257	4,159	....	98
Whole number regular certificates granted	6,392	6,543	151	....
Number of applicants for special certificates	1,094	1,197	103	....
Number of special certificates granted	905	1,046	141	....
Number holding certificates issued or indorsed by State board of education	527	612	85	....
Number holding normal school certificates	1,190	1,228	38	....
Number holding certificates issued by city boards of education	2,930	2,097	....	833
Whole number of legally qualified teachers	15,409	15,973	564	....
Number licensed without previous experience in teaching	1,942	1,951	9	....
Number of applicants who had attended State normal school	607	519	....	88
Number of applicants who had attended institutes during the year	3,687	4,127	440	....
School property.				
Number of school houses	8,104	8,201	97	....
Number of school houses to be built during year	133	155	22	....
Cost of same	$514,064 00	$593,793 81	$49,729 81	....
Estimated value of property in graded school districts	$17,437,251 00	$18,374,769 00	$937,518 00	....
Estimated value of property in ungraded school districts	4,399,005 00	5,266,499 00	867,494 00	....
Total	$21,836,256 00	$23,641,268 00	$1,805,012 00	....

TABLE I.—Continued.

Items.	1902.	1903.	Increase.	Decrease.
Financial.				
Amount of one-mill tax received	$928,541 43	$1,010,899 43	$82,358 00	....
Amount of primary school interest fund received	1,792,243 92	1,924,961 01	132,717 09	....
Amount received from non-resident tuition	92,792 11	96,882 81	4,090 70	....
Amount received from district taxes	5,080,058 18	5,218,380 54	138,322 36	....
Amount received from all other sources	592,834 59	630,170 77	37,336 18	....
Total net receipts	$8,466,470 23	$8,871,294 56	$404,824 33	....
Amount received from loans	1,061,316 61	840,352 55	....	$220,964 06
Balance on hand from preceding year	1,844,362 34	2,116,320 24	271,957 90	....
Total resources, including amount on hand from preceding year	$11,372,149 18	$11,827,967 35	$455,818 17	....
Amount paid men teachers	$1,114,931 66	$1,146,210 74	$31,279 08	....
Amount paid women teachers	3,887,674 30	4,162,162 44	274,488 14	....
Amount paid for building and repairs	1,434,474 14	1,354,407 49	....	$80,066 65
Amount paid for interest on loans	139,691 57	138,431 55	....	1,260 02
Amount paid for all other purposes	2,210,524 89	1,976,040 15	....	234,484 74
Total net expenditures	$8,787,296 56	$8,777,252 37	....	$10,044 19
Amount paid on bonded indebtedness	419,706 02	802,957 84	$383,251 82	....
Balance carried to next year	2,165,146 60	2,247,757 14	82,610 54	....
Total expenditures, including balance on hand	$11,372,149 18	$11,827,967 35	$455,818 17	....
Total expenditures in graded school districts	$6,407,205 54	$6,174,593 51	....	$232,612 03
Total expenditures in ungraded school districts	2,380,091 02	2,602,658 86	$222,567 84	....
Total net expenditures	$8,787,296 56	$8,777,252 37	....	$10,044 19
Total bonded indebtedness of districts	$2,818,628 19	$2,761,853 40	....	$56,774 79
Total floating indebtedness of districts	176,741 27	355,336 72	$178,595 45	....
Total indebtedness	$2,995,369 46	$3,117,190 12	$121,820 66	....
Total indebtedness in graded school districts	$2,674,948 01	$2,743,576 34	$68,628 33	....
Total indebtedness in ungraded school districts	320,421 45	373,613 78	53,192 33	....
Total indebtedness	$2,995,369 46	$3,117,190 12	$121,820 66	....
Total amount due the districts	$372,683 89	$345,718 77	....	$26,965 12
Amount received from non-resident tuition in graded school districts	$88,494 74	$90,711 88	$2,217 14	....
Amount received from non-resident tuition in ungraded districts	4,297 37	6,170 93	1,873 56	....
Total	$92,792 11	$96,882 81	$4,090 70	....

TABLE I.—CONTINUED.

Items.	1902.	1903.	Increase.	Decrease.
School libraries.				
Number of townships reporting libraries.....	392	380	....	12
Number of districts reporting libraries.......	4,130	4,388	258	....
Total number of libraries	4,522	4,768	246	....
Number of volumes in township libraries....	156,046	161,188	5,142	....
Number of volumes in district libraries......	859,513	919,505	59,992	....
Total number of volumes in all libraries .	1,015,559	1,080,693	65,134	....
Amount of taxes voted for township libraries	$2,435 41	$2,818 18	$382 77	....
Amount received from county treasurers for township libraries..........................	8,650 46	7,736 28	....	$914 18
Number of townships diverting money to general school purposes................	168	189	21	....
Number of townships forfeiting library money	647	641	....	6
Amount paid for support of township libraries....................................	$11,893 02	$12,665 00	$771 98	....
Amount paid for support of district libraries	123,902 00	126,234 79	2,332 79	....
Teachers' institutes.				
Number of State institutes held.............	108	111	3	....
Number of men enrolled at such institutes..	2,103	2,184	81	....
Number of women enrolled at such institutes	8,093	9,811	1,718	....
Total enrollment.........................	10,196	11.995	1,799	....
Amount received from State treasurer for such institutes.................	$2,309 96	$2,475 26	$165 30	....
Amount received from county treasurers for such institutes......	10,536 45	9,215 84	....	$1,320 61
Total amount expended..................	$12,846 41	$11,691 10	....	$1,155 31
Miscellaneous.				
Number of counties reporting county teachers' associations........................	67	67	....	....
Amount of per diem received by examiners.	$18,163 25	$19,908 34	$1,745 09	....
Amount paid commissioners of schools......	70,775 00	71,825 00	1,050 00	....
Total compensation......................	$88,938 25	$91,733 34	$2,795 09	....

TABLE 1—CONTINUED.

Items.	[illegible]	[illegible]	Increase.	Decrease.
Amount allowed by supervisors for expenses of county boards......	[illegible]	[illegible]	[illegible]	
Amount paid and due township inspectors for services............	[illegible]	[illegible]	[illegible]	
Amount paid chairmen of board of inspectors	[illegible]	[illegible]		[illegible]
Total amount of primary school interest fund apportioned	[illegible]	[illegible]	[illegible]	
Rate per capita, May apportionment	[illegible]	[illegible]	[illegible]	
Rate per capita, November apportionment	[illegible]	[illegible]	[illegible]	
Rate per capita for year....	[illegible]	[illegible]	[illegible]	
Number of eighth grade diplomas granted during year..................	[illegible]	[illegible]		[illegible]
Number of pupils in eighth grade exclusive of graded schools...........	[illegible]	[illegible]		[illegible]
Number of districts reporting dictionaries in schools......................	6,400	6,708	308	
Number of districts reporting globes in schools............................	5,321	5,383	62	
Number of districts reporting maps in schools..................................	6,385	6,526	141	
Total number of U. S. flags in school districts..................................	6,554	6,553	1	

TABLE II.

Thirty-sixth and thirty seventh semi-annual apportionment of the primary school interest fund.

Counties.	Apportionment made May 10, 1903, rate per capita, 60 cents.			Apportionment made Nov. 10, 1903, rate per capita, $2.50.		
	Whole number of children.	Number included in apportionment.	Amount apportioned.	Whole number of children.	Number included in apportionment.	Amount apportioned.
Totals....................	738,182	737,157	$442,294 20	738,182	737,145	$1,842,862 50
Alcona........................	2,038	2,030	$1,218 00	2,038	2,030	$5,075 00
Alger.........................	1,640	1,640	984 00	1,640	1,640	4,100 00
Allegan.......................	11,879	11,851	7,110 60	11,879	11,851	29,627 50
Alpena........................	7,033	7,033	4,219 80	7,033	7,033	17,582 50
Antrim........................	4,881	4,859	2,915 40	4,881	4,859	12,147 50
Arenac........................	3,527	3,527	2,116 20	3,527	3,527	8,817 50
Baraga........................	1,646	1,646	987 60	1,646	1,646	4,115 00
Barry.........................	5,942	5,942	3,565 20	5,942	5,942	14,855 00
Bay...........................	22,076	22,076	13,245 60	22,076	22,076	55,190 00
Benzie........................	3,090	3,066	1,839 60	3,090	3,066	7,665 00
Berrien.......................	14,222	14,221	8,532 60	14,222	14,221	35,552 50
Branch........................	6,540	6,531	3,918 60	6,540	6,531	16,327 50
Calhoun.......................	12,539	12,539	7,523 40	12,539	12,539	31,347 50
Cass..........................	5,383	5,366	3,219 60	5,383	5,366	13,415 00
Charlevoix....................	4,853	4,839	2,903 40	4,853	4,839	12,097 50
Cheboygan.....................	5,576	5,558	3,334 80	5,576	5,558	13,895 00
Chippewa......................	6,757	6,733	4,039 80	6,757	6,733	16,832 50
Clare.........................	3,004	3,004	1,802 40	3,004	3,004	7,510 00
Clinton.......................	7,053	7,053	4,231 80	7,053	7,053	17,632 50
Crawford......................	897	875	525 00	897	875	2,187 50
Delta.........................	7,898	7,898	4,738 80	7,898	7,898	19,745 00
Dickinson.....................	6,329	6,329	3,797 40	6,329	6,329	15,822 50
Eaton.........................	7,582	7,566	4,539 60	7,582	7,566	18,915 00
Emmet.........................	4,777	4,751	*2,984 22	4,777	4,751	11,877 50
Genesee.......................	10,994	10,994	6,596 40	10,994	10,994	27,485 00
Gladwin.......................	2,640	2,531	1,518 60	2,640	2,531	6,327 50
Gogebic.......................	5,356	5,356	3,213 60	5,356	5,356	13,390 00
Grand Traverse................	6,346	6,346	3,807 60	6,346	6,346	15,865 00
Gratiot.......................	8,941	8,941	5,364 60	8,941	8,941	22,352 50
Hillsdale.....................	7,528	7,515	†4,668 60	7,528	7,515	18,787 50
Houghton......................	22,080	22,054	13,232 40	22,080	22,054	55,135 00
Huron.........................	13,014	13,014	7,808 40	13,014	13,014	32,535 00
Ingham........................	10,569	10,561	6,336 60	10,569	10,561	26,402 50
Ionia.........................	9,115	9,079	5,447 40	9,115	9,079	22,697 50
Iosco.........................	3,567	3,567	2,140 20	3,567	3,567	8,917 50
Iron..........................	2,639	2,621	1,572 60	2,639	2,621	6,552 50
Isabella......................	7,517	7,517	4,510 20	7,517	7,517	18,792 50
Jackson.......................	11,656	11,638	6,982 80	11,656	11,638	29,095 00
Kalamazoo.....................	11,283	11,280	6,768 00	11,283	11,280	28,200 00
Kalkaska......................	2,024	2,011	1,206 60	2,024	2,011	5,027 50
Kent..........................	39,677	39,598	23,758 80	39,677	39,598	98,995 00
Keweenaw......................	818	818	490 80	818	818	2,045 00
Lake..........................	1,550	1,512	907 20	1,550	1,512	3,780 00
Lapeer........................	8,084	8,084	4,850 40	8,084	8,084	20,210 00
Leelanau......................	3,670	3,670	2,202 00	3,670	3,670	9,175 00
Lenawee.......................	12,582	12,582	7,549 20	12,582	12,582	31,455 00
Livingston....................	5,107	5,045	3,027 00	5,107	5,045	12,612 50
Luce..........................	701	701	420 60	701	689	‡1,715 30
Mackinac......................	2,613	2,613	1,567 80	2,613	2,613	6,532 50
Macomb........................	10,737	10,737	6,442 20	10,737	10,737	26,842 50

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* Includes $133.62 deficiency May and November, 1902.

† Includes $159.60 deficiency November, 1902.

‡ Less $7.20 overpaid May 10, 1903.

TABLE II.—CONCLUDED

Counties.	Apportionment made May [illegible], rate per capita 60 cents.			Apportionment made Nov [illegible], rate per capita [illegible]		
	Whole number of children.	Number included in apportionment.	Amount apportioned.	Whole number of children.	Number included in apportionment.	Amount apportioned.
Manistee	9,535	9,533	5,719 80	9,535	9,533	23,832 50
Marquette	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mason	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Mecosta	7,215	7,215	4,329 00	7,215	7,215	[illegible]
Menominee	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Midland	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Missaukee	3,187	3,187	1,912 20	3,187	3,187	[illegible]
Monroe	10,354	10,344	6,206 40	10,354	10,344	[illegible]
Montcalm	10,213	10,213	6,127 80	10,213	10,213	[illegible]
Montmorency	1,009	1,009	605 40	1,009	1,009	[illegible]
Muskegon	13,225	13,207	7,924 20	[illegible]	[illegible]	[illegible]
Newaygo	5,909	5,887	3,532 20	5,909	5,887	[illegible]
Oakland	11,133	11,085	6,651 00	11,133	11,085	[illegible]
Oceana	5,343	5,305	3,183 00	5,343	5,305	[illegible]
Ogemaw	2,806	2,806	1,683 00	2,806	2,806	[illegible]
Ontonagon	1,907	1,903	1,141 80	1,907	1,903	[illegible]
Osceola	6,128	6,128	3,676 80	6,128	6,128	[illegible]
Oscoda	442	427	256 20	442	427	[illegible]
Otsego	1,925	1,925	1,155 00	1,925	1,925	[illegible]
Ottawa	13,669	13,669	8,201 40	13,669	13,669	34,172 50
Presque Isle	3,133	3,122	1,873 20	3,133	3,122	[illegible]
Roscommon	531	472	283 20	531	472	1,180 00
Saginaw	26,623	26,623	15,973 80	26,623	26,623	[illegible]
St. Clair	17,622	17,622	10,573 20	17,622	17,622	44,055 00
St. Joseph	5,995	5,985	3,591 00	5,995	5,985	[illegible]
Sanilac	12,039	12,039	7,223 40	12,039	12,039	30,097 50
Schoolcraft	2,215	2,215	1,329 00	2,215	2,215	5,537 50
Shiawassee	8,876	8,851	5,310 60	8,876	8,851	22,127 50
Tuscola	11,523	11,523	6,913 80	11,523	11,523	[illegible]
Van Buren	9,485	9,485	5,691 00	9,485	9,485	23,712 50
Washtenaw	12,028	12,006	7,203 60	12,028	12,006	30,015 00
Wayne	105,994	105,994	63,596 40	105,994	105,994	[illegible]
Wexford	5,229	5,227	3,136 20	5,229	5,227	13,067 50

TABLE III.

General school statistics as reported by school inspectors for the year ending September 7, 1903.

Counties.	Number of townships and cities reporting.	Whole number of school districts.	Number of districts that maintained school.	Number of graded school districts.	Number of township unit districts.	Number of children between 5 and 20 years of age.	Number of children between 5 and 20 years of age that attended school.	Whole number of days of schools.	Percentage of attendance.	Number of school-houses.	Estimated value of school property.	Number of school houses to be built during ensuing year.	Average number months of school.
Totals	1,293	7,229	7,141	562	132	744,603	514,193	1,190,319	66	8,201	$23,641,268	155	8.3
Alcona	11	33	32	1	3	2,054	1,487	4,809	59	33	$28,025	4	7.5
Alger	7	7	7	2	7	1,719	1,355	1,220	69	30	30,540	6	8.5
Allegan	24	184	183	16	......	11,858	8,814	30,757	65	194	280,634	......	8.5
Alpena	8	18	17	1	5	7,051	3,796	2,638	69	62	116,025	4	8.
Antrim	15	72	72	5	......	4,881	3,820	11,443	62	78	115,965	2	8.
Arenac	11	40	40	6	......	3,571	2,618	6,663	62	41	51,293	......	8.3
Baraga	4	4	4	1	4	1,136	729	780	79	13	20,800	......	9.3
Barry	17	144	143	5	......	5,858	4,412	23,500	72	147	200,830	......	8.3
Bay	16	69	68	4	1	22,199	11,400	11,808	63	90	581,230	4	8.6
Benzie	12	52	52	5	......	3,340	2,672	7,867	62	54	79,905	3	7.5
Berrien	23	146	145	19	......	14,096	10,640	23,261	70	160	422,745	3	8.
Branch	17	128	127	6	......	6,481	5,069	21,255	67	132	242,085	......	8.3
Calhoun	23	164	164	8	......	12,872	9,766	28,038	73	182	707,184	2	8.5
Cass	16	112	110	5	......	5,191	4,067	18,429	72	114	190,025	......	8.5
Charlevoix	15	68	67	4	......	4,967	3,865	10,407	63	72	119,285	......	8.
Cheboygan	17	57	55	3	3	5,529	3,675	8,651	61	70	118,018	6	8.
Chippewa	15	51	51	3	8	6,991	5,522	7,984	71	75	287,614	5	8.
Clare	16	59	54	3	......	3,189	2,302	8,225	62	53	67,815	5	8.
Clinton	16	129	129	6	......	6,970	4,898	22,063	61	131	182,160	1	8.5
Crawford	5	24	19	1	1	977	809	2,159	70	24	19,794	2	6.
Delta	15	31	28	3	7	8,042	5,829	4,352	68	68	179,625	4	8.
Dickinson	8	8	8	2	6	6,502	4,860	1,530	85	30	228,800	2	9.5
Eaton	18	146	146	10	......	7,300	5,798	24,504	73	155	204,975	......	8.4
Emmet	16	73	72	4	......	4,853	3,677	10,845	63	74	102,960	4	7.5
Genesee	20	160	160	11	......	10,672	8,380	27,474	66	169	524,415	......	8.6
Gladwin	13	40	37	3	2	2,759	1,918	6,147	64	42	31,280	4	8.4
Gogebic	7	7	7	3	5	5,463	4,122	1,350	82	29	230,400	3	9.5
Grand Traverse	14	66	66	5	1	6,455	5,028	10,117	62	73	200,950	1	8.
Gratiot	18	133	131	10	......	8,942	7,087	21,562	64	132	174,915	2	8.
Hillsdale	20	163	162	12	......	7,462	5,662	27,098	73	169	249,300	1	8.4

Houghton	14	32	31	7	3	22,321	15,566	6,039	76	82	453,608	4	9.7
Huron	26	115	114	17	......	13,046	8,434	20,544	53	118	169,245	....	9.
Ingham	17	137	137	10	......	10,356	7,668	23,648	68	153	308,525	2	8.6
Ionia	18	143	141	12	......	9,101	6,617	24,135	70	152	253,105	....	8.5
Iosco	13	28	27	5	1	3,684	2,476	4,476	68	34	32,875	1	8.3
Iron	8	8	8	3	8	2,723	2,162	1,509	75	34	67,375	2	9.2
Isabella	17	104	101	3	......	7,414	5,219	16,579	61	108	109,565	3	8.3
Jackson	20	156	154	9	......	11,263	7,766	26,139	69	172	312,650	2	8.5
Kalamazoo	17	138	135	9	......	11,735	8,748	22,572	71	146	682,220	3	8.4
Kalkaska	11	50	50	2	......	2,099	1,710	7,634	58	49	43,820	2	7 5
Kent	25	207	203	15	.....	40,283	24,373	35,321	64	245	1,599,375	....	8.7
Keweenaw	5	5	5	......	3	1,068	790	940	74	11	31,000	....	9.4
Lake	11	43	39	3	......	1,547	1,145	5,646	61	44	27,873	....	7.1
Lapeer	19	135	134	10	......	7,864	5,918	23,612	63	138	180,210	....	8.8
Leelanau	11	58	58	4	......	3,728	2,504	8,007	58	58	53,275	....	7.
Lenawee	24	196	196	15	......	12,463	9,508	33,845	68	211	409,975	1	8.6
Livingston	16	134	131	4	......	4,957	3,822	22,384	64	137	148,675	....	8.5
Luce	4	4	4	1	4	704	681	720	79	14	19,200	2	9.
Mackinac	13	16	16	2	10	2,633	1,796	2,502	70	48	44,125	5	7.9
Macomb	15	114	114	14	......	10,523	6,236	20,244	63	121	261,786	1	8.9
Manistee	13	62	60	8		9,690	5,628	9,801	62	68	197,081	....	8.1
Marquette	20	20	20	6		13,459	8,766	3,590	87	68	622,150	3	9.
Mason	14	63	62	3		6,664	4,882	9,523	65	73	1,065,500	1	7.6
Mecosta	17	106	106	5		6,843	4,918	17,078	60	109	123,335	1	8.1
Menominee	11	40	39	3	6	9,851	6,500	6,019	71	91	235,295	7	7.6
Midland	17	77	75	3		5,086	3,910	11,870	60	81	104,755	....	7.9
Missaukee	14	57	56	3		3,335	2,544	8,498	65	57	59,235	1	7.8
Monroe	16	138	138	5		10,271	6,668	23,108	59	142	181,750	1	8.3
Montcalm	22	141	141			10,180	7,770	23,992	67	148	177,835	....	8.7
Montmorency	7	8	7		5	1,113	832	1,178	69	27	16,850	5	8.2
Muskegon	19	91	88	9		12,964	10,723	13,979	66	112	713,683	2	7.9
Newaygo	22	117	116	5		6,079	4,601	17,908	64	117	109,850	2	7.8
Oakland	26	207	206	15		11,260	8,492	34,972	65	215	510,500	....	8.5
Oceana	16	89	88	3		5,464	4,208	13,947	67	90	112,100	1	7.9
Ogemaw	12	43	42	3		2,904	2,026	6,586	57	44	43,600	4	7.8
Ontonagon	9	9	8	3	9	1,903	1,727	1,499	69	35	79,700	5	9.2
Osceola	16	94	93	6	.....	6,189	4,620	15,140	58	96	109,575	2	8.1
Oscoda	3	15	14		1	485	371	1,738	67	26	6,475	2	6.2
Otsego	9	36	36	3	1	2,004	1,507	5,388	58	41	25,825	1	7.5
Ottawa	17	123	123	25	......	13,714	9,796	21,476	67	131	304,175	....	8.7
Presque Isle	13	36	33	3	3	3,344	1,853	4,109	63	39	44,465	3	6.1
Roscommon	7	16	12	1	......	515	327	1,438	68	15	5,953	1	6.
Saginaw	30	160	160	9	......	27,020	15,909	27,628	67	187	826,010	2	8.7
St. Clair	26	155	154	8	......	17,706	11,654	26,672	65	174	899,675	1	8.7
St. Joseph	18	123	123	8	......	5,998	4,587	20,486	71	130	239,225	....	8.3

TABLE III.—CONCLUDED.

Counties.	Number of townships and cities reporting.	Whole number of school districts.	Number of districts that maintained school.	Number of graded school districts.	Number of township unit districts.	Number of children between 5 and 20 years of age.	Number of children between 5 and 20 years of age that attended school.	Whole number of days of school.	Percentage of attendance.	Number of school-houses.	Estimated value of school property.	Number of school-houses to be built during ensuing year.	Average number months of school.
Sanilac	27	153	152	23	......	12,226	9,085	27,362	57	151	$178,175	2	9.
Schoolcraft	9	9	9	2	7	2,400	2,089	1,688	75	26	88,800	4	9.1
Shiawassee	18	124	123	10	......	8,830	6,620	20,883	66	129	331,525	....	8.5
Tuscola	23	149	149	12	......	11,342	8,292	26,159	57	152	199,750	2	9.1
Van Buren	19	153	152	16	......	9,693	7,206	25,016	68	156	271,800	2	8.2
Washtenaw	22	107	106	8	......	11,908	8,106	28,316	66	178	576,300	....	8.5
Wayne	23	155	155	24	......	109,740	66,393	27,725	67	237	3,839,224	2	8.3
Wexford	17	82	81	6	......	5,508	4,378	12,110	65	85	113,023	2	7.4

TABLE IV.

Employment of teachers as reported by school inspectors for the year ending September 7, 1903.

Counties.	Number of teachers required.		Number of different teachers employed.		Aggregate number of months taught.		Total wages of teachers.			Average Monthly wages.	
	Graded schools.	Ungraded schools.	Men.	Women.	Men	Women.	Men.	Women.	Total.	Men.	Women.
Totals	7,248	6,971	2,795	13,869	20,949	107,661	1,146,235 23	$4,162,485 06	$5,308,720 29	$54 71	$38 63
Alcona	4	32	10	32	89	206	$3,840 00	$6,502 30	$10,342 30	$43 14	$31 56
Alger	22	26	5	39	48	293	3,600 00	14,649 00	18,249 00	75 00	50 00
Allegan	91	168	64	262	487	1,754	22,338 26	50,406 41	72,744 67	45 87	28 74
Alpena	44	17	4	117	38	798	3,324 00	27,191 20	30,515 20	87 50	34 07
Antrim	47	67	34	113	225	767	10,825 25	26,593 62	37.418 87	48 11	34 67
Arenac	34	34	18	49	138	358	5,442 25	11,009 50	16,451 75	39 44	30 70
Baraga	12	9	6	15	57	132	3,912 50	5,720 00	9,632 50	68 65	43 33
Barry	42	139	57	185	362	1,205	14,650 35	34,838 65	49,489 00	40 47	28 91
Bay	197	70	38	242	341	2,271	22,337 75	93,027 33	115.365 08	65 51	40 96
Benzie	31	47	10	102	65	605	4,134 66	19,969 58	24,104 24	63 60	33 00
Berrien	163	127	78	240	591	1,916	31,198 79	68,111 01	99,309 80	51 10	35 54
Branch	63	122	69	184	394	1,244	16,694 62	36,814 26	53,508 88	42 40	29 51
Calhoun	170	156	50	338	384	2.641	22,859 43	91,314 00	114,173 43	59 53	34 90
Cass	49	107	42	134	318	1,038	13.946 75	32,897 56	46,844 31	43 80	31 61
Charlevoix	40	64	19	112	129	750	6,679 50	25,276 88	31,956 38	51 77	33 70
Cheboygan	37	54	19	96	154	728	7.883 25	25,001 75	32,885 00	51 19	34 44
Chippewa	63	35	27	114	223	944	12,763 75	39,030 16	51,793 91	57 24	41 33
Clare	19	56	21	69	132	443	5,109 00	12,577 55	17,686 55	38 70	28 39
Clinton	52	123	36	174	284	1,297	13,110 62	35,921 40	49,032 02	46 16	27 69
Crawford	9	23	2	43	13	201	890 00	6,700 95	7,590 95	68 49	33 34
Delta	70	46	16	132	114	1,147	7,641 74	48,142 35	55,784 09	67 03	41 97
Dickinson	73	30	10	93	93	874	9,282 55	45,994 85	55,277 40	99 81	52 62
Eaton	91	136	61	247	348	1,578	16,442 73	52,205 28	68,648 01	47 31	33 08
Emmet	45	69	19	136	140	807	7,487 00	28,323 78	35,810 78	53 48	35 91
Genesee	125	149	78	255	538	2,013	24,522 40	69,661 59	94,183 99	45 58	33 11
Gladwin	13	37	8	50	69	339	2,985 75	10,701 15	13,686 90	43 56	33 04
Gogebic	95	24	10	101	88	9·0	7,925 00	46,519 38	54,444 38	90 05	47 47
Grand Traverse	65	63	10	132	85	983	6,260 00	36,667 02	42,927 02	73 65	37 30
Gratiot	58	123	60	206	384	1,198	15,779 08	38,001 14	53,780 22	41 09	31 70
Hillsdale	69	151	55	238	411	1.566	17,067 58	42,744 17	59,811 75	41 53	27 29
Houghton	294	75	40	351	377	3 290	36,735 00	167,331 07	204,066 07	97 76	50 80

TABLE IV.—CONCLUDED.

Counties.	Number of teachers required.		Number of different teachers employed.		Aggregate number of months taught.		Total wages of teachers.			Average monthly wages.	
	Graded schools.	Ungraded schools.	Men.	Women.	Men.	Women.	Men.	Women.	Total.	Men.	Women.
Huron	91	98	55	113	508	983	$21,310 75	$30,297 48	$51,608 23	$41 95	$30 82
Ingham	134	127	61	292	382	2,004	17,647 55	69,474 98	87,122 53	46 20	34 67
Ionia	97	131	36	228	264	1,795	12,588 30	56,143 72	68,732 02	47 68	34 06
Iosco	33	23	11	48	89	405	4,433 00	13,034 00	17,467 00	48 68	32 18
Iron	46	13	11	55	92	478	5,991 25	22,069 00	28,060 25	65 12	48 28
Isabella	32	101	30	133	231	893	9,303 95	27,837 50	37,141 45	40 27	31 17
Jackson	131	147	56	286	420	2,105	22,511 54	74,373 05	96,884 59	53 59	35 30
Kalamazoo	152	129	56	261	448	2,133	22,942 31	77,632 82	100,575 13	51 21	36 40
Kalkaska	11	48	18	69	89	378	3,652 88	12,461 11	16,113 99	41 27	32 96
Kent	475	192	87	651	675	5,751	45,242 07	290,994 63	336,236 70	67 02	50 59
Keweenaw	....	18	9	9	85	78	5,555 00	3,452 75	9,007 75	64 17	44 26
Lake	11	40	12	49	79	274	2,976 63	7,730 35	10,706 98	37 68	28 21
Lapeer	58	125	38	164	311	1,388	13,559 00	38,457 20	52,016 20	43 60	27 78
Leelanau	18	54	21	69	123	382	5,436 30	12,630 78	18,067 08	44 19	33 06
Lenawee	123	181	67	318	483	2,280	24,316 75	70,425 35	94,742 10	50 37	30 88
Livingston	34	130	51	200	295	1,149	11,126 85	29,548 45	40,675 30	37 72	25 81
Luce	10	9	5	24	33	161	2,490 00	6,910 00	9,400 00	75 45	43 10
Mackinac	15	41	12	63	83	367	4,258 75	13,799 30	18,058 05	51 31	37 60
Macomb	80	100	41	148	365	1,296	18,818 96	40,212 51	59,031 47	51 56	31 03
Manistee	103	54	18	150	163	1,285	10,715 61	49,953 57	60,669 18	65 74	38 87
Marquette	178	45	26	212	220	1,909	22,595 00	100,403 88	122,998 88	102 70	52 59
Mason	54	60	21	119	157	875	8,004 25	32,209 25	40,213 50	50 98	36 81
Mecosta	36	101	27	159	159	1,008	7,235 50	32,820 27	40,055 77	45 50	32 56
Menominee	91	60	21	144	188	1,137	12,061 25	46,251 10	58,312 35	64 15	40 67
Midland	26	74	18	108	110	734	4,503 00	22,348 95	26,851 95	40 93	30 45
Missaukee	13	54	12	82	91	480	3,830 00	16,069 40	19,899 40	42 09	33 47
Monroe	39	133	50	159	344	1,196	14,679 00	34,162 71	48,841 71	42 67	28 71
Montcalm	76	130	59	228	387	1,482	16,039 00	43,613 22	59,652 22	40 92	29 43
Montmorency	7	22	8	26	60	191	2,303 50	5,953 00	8,256 50	38 37	31 17
Muskegon	154	82	25	221	217	1,822	14,930 80	66,070 21	81,001 01	68 80	36 26
Newaygo	28	112	35	177	186	950	7,357 83	28,014 54	35,372 37	39 56	29 48
Oakland	117	192	46	288	396	2,416	21,452 25	71,441 36	92,893 61	54 17	29 61
Oceana	27	86	33	119	202	730	8,547 00	23,713 91	32,260 91	42 31	32 47
Ogemaw	18	40	8	46	59	367	2,803 00	11,381 95	14,184 95	47 51	34 17
Ontonagon	36	37	9	58	78	486	5,463 50	23,402 60	28,866 10	67 08	48 15
Osceola	43	88	27	139	172	942	7,730 95	30,586 79	38,317 74	44 95	32 47
Oscoda	....	15	9	30	34	89	1,092 75	2,447 00	3,539 75	32 14	27 48

Otsego	17	33	6	65	48	374	2,335 00	12,217 50	14,552 50	48 64	32 40
Ottawa	129	98	53	200	436	1,688	21,670 74	54,523 74	76,194 48	49 70	33 95
Presque Isle	18	33	21	36	116	227	4,561 50	7,274 50	11,836 00	39 32	32 04
Roscommon	3	15	2	18	12	78	611 00	2,105 25	2,716 25	50 91	26 99
Saginaw	258	151	60	395	497	3,488	35,446 45	138,210 02	173,656 47	73 33	39 65
St. Clair	134	147	43	263	352	2,267	18,448 35	79,144 49	97,592 84	52 41	35 35
St. Joseph	81	115	49	166	366	1,363	15,743 16	40,731 39	56,474 55	43 01	29 85
Sanilac	57	130	72	130	639	1,070	25,070 73	30,418 80	55,489 53	39 28	28 43
Schoolcraft	30	24	9	49	70	398	4,160 00	17,574 89	21,734 89	59 43	44 16
Shiawassee	98	114	51	220	356	1,567	17,453 25	51,674 38	69,127 63	49 02	33 97
Tuscola	57	137	48	192	383	1,410	16,432 75	39,897 05	56,329 80	42 90	28 30
Van Buren	93	137	62	210	441	1,550	20,018 02	46,741 75	66,759 77	45 39	30 15
Washtenaw	150	159	49	299	375	2,428	27,066 04	82,862 73	109,928 77	72 17	34 13
Wayne	1,296	131	144	1,237	1,330	12,072	126,994 90	737,447 45	864,442 35	95 48	61 09
Wexford	53	76	21	164	131	918	7,049 75	33,487 54	40,537 29	53 81	36 48

TABLE V.

Resources of school districts as reported by school inspectors for year ending September 7, 1903.

Counties.	Ordinary receipts.							Received from loans.	Money on hand Sept. 1, 1902.	Total resources including amount on hand and loans.
	One-mill tax.	Primary school interest fund.	Library moneys.	Tuition of non-resident pupils.	District taxes for all purposes.	Raised from all other sources.	Total net receipts			
Totals	$1,010,899 43	$1,924,961 01	$165,600 68	$96,882 81	$5,218,380 54	$454,570 09	$8,871,294 56	$840,352 55	$2,116,320 24	$11,827,967 35
Alcona	$163 22	$4,907 93	$18 49	$11 00	$9,972 82	$1,935 77	$17,009 23	$504 38	$5,648 36	$23,161 97
Alger	277 35	4,254 97	152 21	....	21,481 27	900 08	27,065 88	....	16,287 87	43,353 75
Allegan	20,142 22	31,528 54	2,526 97	2,734 54	53,734 26	16,618 24	127,284 77	18,742 50	33,415 88	179,443 15
Alpena	408 85	18,482 46	23 08	17 30	28,313 46	1,493 64	48,738 79	4,548 59	7,805 26	61,092 64
Antrim	3,950 77	12,939 89	78 59	258 71	43,861 31	1,087 83	62,177 10	7,914 00	16,271 28	86,362 38
Arenac	685 44	10,052 37	522 83	2 00	18,453 08	1,459 11	31,174 83	....	10,703 42	41,878 25
Baraga	190 35	2,995 20	61 91	....	13,168 28	585 27	17,001 01	....	1,515 26	18,516 27
Barry	10,769 13	15,876 98	1,316 78	1,262 68	36,577 17	2,531 34	68,334 06	14,883 45	25,558 25	108,775 76
Bay	10,068 13	58,058 67	484 19	847 08	123,683 26	2,212 73	195,354 06	2,542 75	43,132 17	241,028 98
Benzie	2,711 80	6,935 74	212 18	98 33	25,831 33	432 46	36,221 84	1,614 64	9,988 98	47,825 46
Berrien	16,448 41	38,830 02	2,747 80	2,600 65	96,748 31	1,944 00	159,319 19	10,773 14	46,171 15	216,263 48
Branch	16,715 77	18,012 13	1,215 23	2,099 49	40,099 56	1,114 42	79,256 62	615 53	23,801 76	103,673 91
Calhoun	32,024 89	32,946 67	2,490 26	3,955 35	139,308 17	763 21	211,488 55	1,664 43	31,261 89	244,414 87
Cass	11,668 52	14,421 98	1,266 56	1,403 79	40,695 24	2,208 04	71,664 13	8,416 75	15,248 95	95,329 83
Charlevoix	2,951 17	12,303 29	414 79	381 00	36,617 29	2,903 75	55,571 29	22,378 30	13,210 58	91,160 17
Cheboygan	2,069 41	14,829 60	318 33	142 00	44,525 72	2,231 52	64,116 58	4,350 00	13,028 38	81,494 96
Chippewa	13,182 68	17,179 46	373 73	17 69	66,691 15	3,438 00	100,882 71	14,018 47	16,930 20	131,831 38
Clare	559 80	7,524 66	23 21	157 53	20,551 59	2,003 92	30,820 71	550 00	13,403 43	44,774 14
Clinton	16,014 90	18,912 07	1,122 14	1,863 48	30,480 39	946 46	69,339 44	1,285 59	25,059 87	95,684 90
Crawford	1,315 52	987 09	16 91	....	8,685 30	558 66	11,593 48	475 00	6,841 44	18,909 92
Delta	944 74	18,824 35	695 60	538 64	65,669 99	4,983 95	91,157 27	31,800 00	15,481 37	138,438 61
Dickinson	2,695 64	15,035 54	3,711 00	22 50	89,967 05	473 60	111,905 33	23,343 91	26,242 38	161,491 62
Eaton	17,336 56	20,553 10	2,009 18	3,177 50	50,376 26	1,505 41	94,958 01	2,225 00	21,547 02	118,730 03
Emmet	6,279 45	10,387 06	569 42	308 37	39,512 25	2,553 36	59,609 91	8,736 75	9,158 82	77,505 48
Genesee	26,357 98	29,739 34	2,362 27	4,248 44	90,941 84	64,891 02	218,540 89	15,333 03	19,084 45	252,958 37
Gladwin	1,683 19	6,333 37	562 24	216 37	11,604 72	1,215 16	21,615 05	1,025 81	7,313 63	29,954 49
Gogebic	10,099 43	13,228 50	1,353 55	....	85,746 13	4,170 26	114,597 87	....	30,083 78	144,681 65
Grand Traverse	5,576 57	16,358 36	143 38	763 37	36,690 63	1,137 85	60,670 16	2,535 45	28,281 24	91,486 85
Gratiot	12,714 99	23,044 26	830 76	1,068 27	38,191 99	2,385 11	78,235 38	4,604 47	23,879 00	106,718 85

Hillsdale	17,292 50	19,562 22	1,364 03	3,006 88	40,566 03	2,320 03	84,111 69	3,963 73	18,517 95	106,593 37
Houghton	96,489 95	58,752 70	4,648 36	2,905 79	203,712 76	13,269 03	379,778 59	7,159 16	171,857 51	558,795 26
Huron	10,390 07	34,341 37	841 18	504 80	82,605 76	6,841 74	85,524 92	2,025 20	30,336 99	117,887 11
Ingham	22,814 82	27,984 73	13,319 55	2,257 22	80,108 85	1,161 61	147,646 78	3,961 09	47,101 81	198,709 68
Ionia	14,915 02	24,554 22	1,606 03	2,845 96	50,310 55	1,569 46	95,801 24	2,167 19	32,939 93	130,908 36
Iosco	948 00	9,525 12	58 55	22 75	17,103 96	3,998 41	31,656 79	201 92	10,806 20	42,664 91
Iron	2,398 11	6,397 01	695 95	32 70	44,060 30	4,243 33	57,827 40	6,087 54	10,707 51	74,682 45
Isabella	5,932 04	19,207 96	637 77	335 75	26,176 04	4,217 72	56,507 28	1,243 00	19,374 32	77,124 60
Jackson	29,926 35	31,762 35	2,171 99	2,264 24	72,483 74	2,301 84	140,910 51	682 90	29,287 89	170,881 30
Kalamazoo	29,186 85	29,447 56	3,546 95	2,405 03	95,055 16	3,162 20	162,803 75	13,806 91	52,074 31	228,684 97
Kalkaska	2,697 01	5,022 74	331 81	138 75	15,802 09	2,253 25	26,245 65	4,994 73	8,326 75	39,567 13
Kent	83,358 10	105,123 63	5,395 00	3,676 90	283,186 14	21,420 95	502,160 72	3,111 83	153,764 62	659,037 17
Keweenaw	3,136 96	2,138 60	206 05	....	15,442 33	15 00	20,998 94	3,000 00	19,642 87	43,641 81
Lake	665 67	2,924 34	44 93	27 60	10,083 21	741 17	14,486 92	740 00	8,445 02	23,671 94
Lapeer	13,042 29	20,802 09	817 32	2,437 85	37,371 74	1,603 34	76,074 63	5,245 43	21,385 04	102,705 10
Leelanau	2,034 33	9,610 20	461 54	104 87	14,555 29	366 25	27,132 48	293 00	6,957 70	34,383 18
Lenawee	28,940 64	33,569 42	1,611 48	3,063 19	62,565 53	7,280 03	137,030 29	1,359 55	30,310 60	168,700 41
Livingston	13,584 25	13,475 19	1,508 83	2,004 69	24,521 55	646 51	55,741 02	200 00	15,633 27	71,574 29
Luce	341 60	1,614 80	33 56	....	30,968 76	....	32,958 72	....	7,934 80	40,893 52
Mackinac	1,804 47	7,047 47	155 59	1 50	20,692 45	3,635 72	33,337 20	1,404 41	5,212 30	39,953 91
Macomb	26,968,16	28,728 69	1,579 89	1,786 65	39,840 93	1,241 60	100,145 92	4,664 34	27,513 53	132,323 79
Manistee	10,591 75	25,320 59	675 21	693 41	55,287 57	1,770 05	94,338 58	1,110 00	19,920 81	115,369 39
Marquette	24,937 71	37,158 14	1,099 10	....	157,960 96	6,445 72	227,601 63	2,400 00	73,737 71	303,739 34
Mason	5,191 23	17,013 85	342 40	534 34	35,531 80	1,339 35	59,952 97	9,920 00	19,685 40	89,558 37
Mecosta	1,993 44	18,464 70	1,002 23	364 72	30,738 02	4,869 62	57,432 73	3,652 50	30,162 81	91,248 04
Menominee	7,186 88	25,018 89	630 72	545 48	60,225 49	3,903 81	97,511 27	3,520 10	31,299 78	132,331 15
Midland	2,486,12	13,372 97	331 62	185 40	23,523 85	5,584 75	45,484 71	2,577 09	16,093 25	64,155 05
Missaukee	2,460 03	7,204 37	95 90	113 19	21,074 57	1,317 82	32,265 88	758 58	14,425 25	47,449 71
Monroe	17,100 91	27,003 35	2,564 09	1,715 98	22,032 99	692 04	71,159 36	3,867 46	18,938 39	93,965 21
Montcalm	7,851 54	27,332 57	1,290 01	3,126 72	15,083 63	3,134 10	86,818 57	2,179 96	30,299 89	119,298 42
Montmorency	793 92	2,712 84	....	87 50	9,695 29	2,337 32	15,626 87	....	7,365 80	22,992 67
Muskegon	11,545 92	34,776 17	447 85	738 80	95,163 59	17,831 61	160,003 94	28,302 28	39,026 23	227,332 45
Newaygo	4,012 44	15,086 12	80 18	327 55	28,864 19	3,588 55	51,959 03	670 00	16,150 91	68,779 94
Oakland	30,619 34	28,258 88	2,075 79	3,946 45	74,852 17	4,374 91	144,157 54	14,977 42	24,211 57	183,346 53
Oceana	4,182 20	13,286 61	242 08	555 90	24,774 10	2,700 49	45,741 38	307 28	15,444 82	61,493 48
Ogemaw	946 17	6,443 59	27 09	235 60	14,455 53	2,895 30	25,003 28	1,891 66	11,988 02	38,882 96
Ontonagon	3,110 99	3,651 14	4 00	360 00	45,650 86	4,126 37	56,903 36	7,875 00	2,667 75	67,446 11
Osceola	4,184 82	15,849 11	555 65	433 41	33,789 31	3,444 61	58,256 91	845 80	15,181 35	74,284 06
Oscoda	54 18	868 25	64 28	1 00	4,066 07	1,405 12	6,458 99	1,342 58	1,802 55	9,604 03
Otsego	1,496 60	4,492 47	353 20	62 59	14,176 95	1,460 71	22,042 52	533 80	9,353 44	31,929 76
Ottawa	15,111 80	36,317 85	2,178 55	763 47	61,897 76	1,293 12	117,562 55	1,808 07	56,644 16	176,014 78
Presque Isle	1,791 35	7,246 24	155 93	17 25	14,303 41	1,129 37	24,643 55	7,347 47	12,403 60	44,394 62
Roscommon	135 80	1,225 20	....	10 00	2,570 32	614 97	4,556 29	....	1,365 21	5,921 50
Saginaw	14,706 79	71,836 11	1,727 50	1,303 01	166,192 50	7,039 26	262,805 17	2,765 99	51,444 79	317,015 95

TABLE V.—CONCLUDED.

Counties.	Ordinary receipts.							Received from loans.	Money on hand Sept. 1, 1902.	Total resources including amount on hand and loans.
	One-mill tax.	Primary school interest fund.	Library moneys.	Tuition of non-resident pupils.	District taxes for all purposes.	Raised from all other sources.	Total net receipts.			
St. Clair	$29,759 95	$42,342 90	$6,691 83	$883 17	$77,365 12	$4,464 99	$161,507 98	$7,109 48	$31,545 53	$200,162 97
St. Joseph	14,950 28	16,027 84	880 35	1,742 95	41.463 49	701 60	75.766 51	2.618 51	13,995 56	92,280 58
Sanilac	10,981 69	32,016 20	727 28	713 64	35,594 67	2.478 91	82,512 39	4.472 98	29,587 29	116,572 66
Schoolcraft	2,658 67	4,436 86	18 69	335 07	30,071 61	6,682 26	44,203 16	518 70	12,335 11	57,056 97
Shiawassee	17,235 13	23,357 57	786 90	1.947 46	56,689 31	1,720 48	101,736 85	7,872 26	22.441 84	132,050 96
Tuscola	13,599 13	30,485 05	1,243 57	1.780 28	37,997 59	2,140 79	87.246 41	10,853 25	40,841 16	138,940 82
Van Buren	13,517 36	25,248 36	1,562 45	4,242 85	51,557 81	6,419 06	102,547 89	20,737 26	21,143 80	144,428 95
Washtenaw	34,635 92	32,632 72	1.184 32	9,587 34	82,366 42	4,021 03	164,427 75	23,885 06	22,446 27	210,759 08
Wayne	44,143 45	278,586 76	67,294 07	2,200 23	1,092,106 63	127,932 18	1,612,263 32	388.838 14	98,308 14	2,099,409 60
Wexford	3,991 85	13,310 71	547 89	308 87	45,813 97	2,236 46	66,209 75	3,600 00	19,575 06	89,384 81

TABLE VI.

Expenditures of school districts as reported by school inspectors for the year ending September 7, 1903.

Counties.	Ordinary expenditures for maintaining the schools.							Paid on indebtedness (principal).	Amount on hand Sept. 7, 1903.	Total expenditures including amount on hand and paid on indebtedness.
	Paid male teachers.	Paid female teachers.	Paid for building, repairs and site.	Paid for books and care of library.	Paid interest on loans.	Paid for all other purposes.	Total net expenses.			
Totals	$1,146,210 74	$4,162,162 44	$1,354,407 49	$126,234 79	$138,431 55	$1,849,805 36	$8,777,252 87	$802,957 84	$2,247,757 14	$11,827,967 85
Alcona	$3,840 00	$6,360 75	$2,133 46	$6 50	$212 32	$3,700 25	$16,253 28	$873 06	$6,035 63	$23,161 97
Alger	3,600 00	14,649 00	6,261 72	270 00	186 00	7,985 61	32,952 33	1,500 00	8,901 42	43,353 75
Allegan	22,338 26	50,406 41	41,271 75	772 83	1,115 83	21,108 65	137,113 73	9,035 66	33,298 76	179,448 15
Alpena	3,324 00	27,300 69	10,108 64	643 65	166 79	10,709 00	52,252 77	3,051 75	5,788 12	61,092 64
Antrim	10,825 25	26,444 62	7,649 50	110 52	1,413 38	10,252 75	56,696 02	10,593 07	19,073 29	86,362 38
Arenac	5,414 66	11,004 50	1,623 87	187 65	1,185 11	5,951 44	25,367 23	1,457 39	15,053 63	41,878 25
Baraga	3,912 50	5,720 00	449 86	40 00	46 66	3,870 41	14,039 43	204 42	4,272 42	18,516 27
Barry	14,650 35	34,788 15	27,278 68	501 91	68 59	11,747 84	89,035 52	882 03	18,858 21	108,775 76
Bay	22,337 75	93,027 33	11,766 49	224 29	3,326 00	48,161 08	178,842 94	7,937 10	54,248 94	241,028 98
Benzie	4,134 66	19,969 58	4,248 42	143 64	924 41	5,683 49	35,104 20	1,819 21	10,902 05	47,825 46
Berrien	31,198 79	68,111 01	24,171 89	509 01	2,649 54	34,581 88	161,222 12	11,095 94	43,945 42	216,263 48
Branch	16,694 62	36,814 26	5,019 50	280 22	423 24	15,112 20	74,344 04	1,952 67	27,377 20	103,673 91
Calhoun	22,859 43	91,314 00	50,234 06	2,584 71	1,118 93	43,860 53	211,921 66	4,464 21	28,029 00	244,414 87
Cass	13,946 75	32,897 56	7,556 30	257 60	833 77	13,220 36	68,712 34	11,890 14	14,727 35	95,329 83
Charlevoix	6,679 50	25,276 88	8,097 75	307 41	2,012 23	8,102 53	50,476 30	3,466 80	37,217 07	91,160 17
Cheboygan	7,883 25	24,991 75	7,279 60	567 34	2,789 43	18,575 71	62,087 08	4,317 22	15,090 66	81,494 96
Chippewa	12,763 75	39,017 09	36,904 22	523 75	5,556 11	22,971 15	117,736 07	3,064 00	11,031 81	131,831 88
Clare	5,109 00	12,577 55	1,453 73	173 95	557 69	5,749 68	25,621 60	2,566 13	16,586 41	44,774 14
Clinton	13,110 62	35,921 40	6,578 17	681 10	101 83	12,742 10	69,134 72	2,203 63	24,346 55	95,684 90
Crawford	890 00	6,696 45	667 10	52 00	9 23	1,695 55	10,010 33	159 76	8,739 83	18,909 92
Delta	7,641 74	48,142 35	21,307 74	306 47	4,083 27	31,298 68	112,780 25	8,297 16	17,361 23	138,438 64
Dickinson	9,282 55	45,994 85	26,091 66	3,393 87	3,753 26	34,035 20	122,550 89	3,350 00	35,590 73	161,491 62
Eaton	16,442 73	52,205 28	5,946 27	602 06	190 96	17,684 16	93,071 46	2,521 86	23,136 71	118,730 03
Emmet	7,487 00	28,053 78	14,329 55	163 21	1,285 92	9,883 85	61,203 31	1,701 65	14,600 52	77,505 48
Genesee	24,522 40	69,661 59	77,695 47	1,504 18	3,513 20	50,247 30	227,144 14	8,176 14	17,638 09	252,958 37
Gladwin	2,985 75	10,701 15	2,544 41	246 13	192 32	3,603 55	20,273 31	1,001 75	8,679 43	29,954 49
Gogebic	7,925 00	46,519 38	10,128 14	926 84	2,785 01	27,538 01	95,822 38	6,500 00	42,359 27	144,681 65
Grand Traverse	6,260 00	36,667 02	5,778 41	34 25	1,564 89	14,009 88	64,314 45	1,249 00	25,923 40	91,486 85
Gratiot	15,797 08	38,007 39	9,668 37	876 00	1,327 98	13,680 85	79,357 67	2,880 51	24,480 67	106,718 85
Hillsdale	17,067 58	42,744 17	4,931 23	518 15	717 44	20,365 26	86,343 83	1,322 88	18,986 66	106,653 37

TABLE VI.—CONCLUDED.

Counties.	Ordinary expenditures for maintaining the schools.							Paid on indebtedness (principal).	Amount on hand Sept 7, 1903.	Total expenditures including amount on hand and paid on indebtedness.
	Paid male teachers.	Paid female teachers.	Paid for building, repairs and site.	Paid for books and care of library.	Paid interest on loans.	Paid for all other purposes.	Total net expenses.			
Houghton	$36,735 00	$167,331 07	$58,892 66	$2,740 99	$5,552 39	$102,695 53	$373,947 61	$15,500 00	$169,347 65	$558,795 26
Huron	21,310 75	30,297 48	14,281 18	198 63	2,005 98	13,969 70	82,063 80	5,997 12	29,826 19	117,887 11
Ingham	17,647 55	69,474 98	9,751 71	3,612 17	969 80	29,139 38	130,595 01	8,612 69	59,501 98	198,709 68
Ionia	12,588 30	56,143 72	5,484 13	1,407 53	396 11	19,823 20	95,842 99	3,292 42	31,772 95	130,908 36
Iosco	4,433 00	13,034 00	1,953 84	69 00	114 85	4,172 01	23,776 70	1,230 60	17,657 61	42,664 91
Iron	5,991 25	22,069 00	10,809 65	529 84	1,028 51	9,766 96	50,195 21	9,087 54	15,339 70	74,622 45
Isabella	9,303 95	27,885 43	5,195 23	177 34	1,029 57	9,375 52	52,967 04	3,137 23	21,020 33	77,124 60
Jackson	22,511 54	74,373 05	15,274 47	410 74	1,352 08	27,469 70	141,391 58	5,604 11	23,885 61	170,881 30
Kalamazoo	22,904 31	77,609 82	42,293 72	4,898 09	432 08	43,453 15	191,591 17	7,878 80	29,715 00	228,684 97
Kalkaska	3,652 88	12,469 11	4,873 90	70 40	96 88	4,057 93	25,221 10	1,712 00	12,634 03	39,567 13
Kent	45,242 07	290,994 63	41,090 15	14,265 02	12,568 91	114,152 23	518,313 01	15,769 16	124,955 00	659,037 17
Keweenaw	5,555 00	3,452 75	17,174 74	39 90	57 66	4,397 62	30,677 67	3,000 00	9,964 14	43,641 81
Lake	2,960 13	7,763 35	1,455 36	....	26 80	2,103 85	14,309 49	464 51	8,897 94	23,671 94
Lapeer	13,559 00	38,477 20	7,767 81	490 11	597 16	15,041 85	75,933 13	6,411 44	20,360 53	102,705 10
Leelanau	5,426 80	12,630 78	1,374 93	33 16	270 47	2,911 52	22,647 66	2,305 00	9,430 52	34,383 18
Lenawee	24,316 75	70,425 35	9,081 55	3,734 81	105 06	23,434 93	131,098 44	1,776 77	35,825 23	168,700 44
Livingston	11,126 85	29,548 45	4,671 51	673 23	71 75	8,942 46	55,034 25	854 00	15,686 04	71,574 29
Luce	2,490 00	6,910 00	8,155 47	155 10	....	2,555 78	20,266 35	2,447 41	18,179 76	40,893 52
Mackinac	4,258 75	13,799 30	4,991 22	204 44	869 23	6,738 16	30,856 10	1,100 00	7,997 81	39,953 91
Macomb	18,818 96	40,212 51	17,224 73	1,795 29	1,404 49	11,096 33	90,552 31	2,416 49	39,354 99	132,323 79
Manistee	10,715 61	49,953 57	5,515 63	1,378 82	1,234 58	16,801 09	85,599 30	4,708 50	25,061 59	115,369 39
Marquette	22,595 00	100,403 88	32,319 95	1,521 32	7,141 08	63,418 85	227,400 08	6,500 00	69,839 26	303,739 34
Mason	8,004 25	32,209 25	12,164 40	615 48	663 41	10,090 36	63,747 15	3,723 08	22,088 14	89,558 37
Mecosta	7,235 50	32,820 27	8,668 12	506 39	184 57	10,947 42	60,362 27	907 81	29,977 96	91,248 04
Menominee	12,061 25	46,251 10	13,021 62	434 12	3,563 49	22,327 88	97,659 46	6,428 40	28,243 29	132,331 15
Midland	4,503 00	22,348 95	7,175 01	61 85	217 85	7,826 48	42,133 14	1,914 35	20,107 56	64,155 05
Missaukee	3,796 00	16,213 40	4,778 42	85 60	341 36	6,023 52	31,232 30	1,723 69	14,493 72	47,449 71
Monroe	14,679 00	34,102 71	8,940 33	1,003 11	419 48	11,232 29	70,436 92	1,654 30	21,873 99	93,965 21
Montcalm	16,039 00	43,613 22	7,046 20	434 84	1,147 31	15,515 04	83,795 61	5,180 50	30,322 31	119,298 42
Montmorency	2,302 50	5,963 00	1,362 63	44 32	....	2,975 67	12,638 12	....	10,354 55	22,992 67
Muskegon	14,930 80	66,070 21	14,562 45	463 05	8,516 17	56,540 51	161,083 19	13,549 88	52,699 38	227,332 45
Newaygo	7,357 83	28,014 54	6,043 81	163 87	275 50	7,927 79	49,783 34	1,868 35	17,128 25	68,779 94
Oakland	21,452 25	71,441 36	25,405 32	1,147 41	2,037 03	29,077 38	150,560 74	6,372 26	26,413 53	183,346 53
Oceana	8,531 00	23,718 91	2,992 49	112 15	118 34	8,000 08	43,467 92	1,215 92	16,809 64	61,493 48
Ogemaw	2,808 00	11,381 95	4,152 70	20 00	619 50	3,684 72	22,661 87	1,222 34	14,998 75	38,882 96
Ontonagon	5,462 50	23,402 60	7,416 73	10 00	2,062 73	13,754 42	52,108 98	11,305 86	4,031 27	67,446 11

Osceola	7,780 95	30,586 79	5,438 79	41 54	395 45	10,109 77	54,298 29	3,813 02	16,172 75	74,384 06
Oscoda	1,092 75	2,447 00	459 21	21 00	....	669 42	4,689 38	66 00	4,848 65	9,664 03
Otsego	2,335 00	12,217 50	2,248 63	183 61	267 00	3,973 11	21,224 85	2,218 83	8,486 08	31,929 76
Ottawa	21,670 74	54,523 74	27,270 13	1,449 68	2,377 75	25,439 57	132,731 56	1,974 50	41,308 72	176,014 78
Presque Isle	4,661 60	7,274 50	13,608 93	61 02	1,101 50	5,278 89	31,981 44	4,095 55	8,317 63	44,394 63
Roscommon	611 00	2,105 25	651 40	....	184 26	516 60	4,068 51	183 50	1,669 49	5,921 50
Saginaw	35,446 45	138,190 02	23,702 78	3,697 93	1,284 21	59,152 46	261,473 88	8,482 00	47,060 07	317,015 95
St. Clair	18,448 35	79,144 49	14,034 12	4,286 46	2,089 49	36,932 35	154,935 26	8,285 00	36,942 71	200,168 97
St. Joseph	15,743 16	40,671 39	3,918 36	423 73	97 76	13,451 72	74,306 11	2,655 30	15,419 17	92,380 58
Sanilac	25,070 73	30,418 80	10,068 79	78 21	1,860 95	14,982 16	82,499 64	4,758 25	29,314 77	116,572 66
Schoolcraft	4,160 00	17,574 89	4,863 35	391 10	595 49	10,657 71	38,242 54	3,334 89	15,489 54	57,056 97
Shiawassee	17,453 25	51,674 88	9,479 31	845 76	2,269 83	23,794 67	105,517 20	8,261 01	18,272 74	132,060 95
Tuscola	16,432 75	39,966 05	19,649 31	221 46	963 16	16,174 88	93,407 61	7,360 96	38,172 25	138,940 82
Van Buren	20,018 02	46,741 75	27,708 52	714 76	638 22	20,723 17	116,544 44	4,362 28	23,522 23	144,428 96
Washtenaw	27,066 01	82,855 73	31,489 04	2,530 77	2,975 79	33,078 15	179,980 52	9,828 66	20,949 90	210,759 08
Wayne	126,994 90	737,447 45	268,709 07	50,340 92	19,248 05	292,930 40	1,495,670 79	445,639 20	158,099 61	2,099,409 60
Wexford	7,049 75	33,480 87	8,563 02	390 04	480 11	11,980 12	61,943 91	1,711 27	25,699 63	89,384 81

TABLE VII.

Miscellaneous statistics as reported by school inspectors for the year ending September 7, 1903.

Counties.	Bonded indebtedness of the districts.	Total indebtedness of the districts.	Amount due the districts.	Amount paid and due inspectors and members of school boards for services.	Amount paid and due township chairmen and other officers for services.
Totals	$2,761,853 40	$3,117,190 12	$345,718 77	$18,728 62	$36,654 29
Alcona	$3,455 00	$4,530 23	$504 29	$101 00	$33 40
Alger	3,300 00	3,317 62	405 00	685 50	725 00
Allegan	33,756 00	33,976 08	3,431 89	186 75	80 75
Alpena	1,615 00	1,740 74	3,000 00	749 38	370 41
Antrim	21,675 00	26,095 85	3,562 27	95 80	29 15
Arenac	15,500 00	15,723 14	1,562 81	96 25	24 75
Baraga	....	19 85	....	450 60	517 10
Barry	14,800 00	15,362 10	1,315 14	149 70	40 00
Bay	87,075 00	88,482 97	6,732 35	196 50	632 50
Benzie	18,887 67	19,415 88	10,092 37	102 10	9 75
Berrien	43,520 00	55,083 45	6,304 24	183 50	475 50
Branch	8,400 00	8,883 53	959 74	131 00	224 50
Calhoun	23,900 00	24,353 43	1,865 77	117 75	332 25
Cass	42,062 00	42,128 08	20,065 84	137 30	74 30
Charlevoix	61,570 00	62,193 54	4,251 14	128 50	27 75
Cheboygan	45,142 00	50,610 81	5,084 08	287 46	233 73
Chippewa	113,284 00	125,356 00	14,367 32	330 25	550 00
Clare	8,521 00	9,108 40	2,484 60	132 25	91 25
Clinton	18,250 00	18,743 53	1,810 61	99 70	23 25
Crawford	....	641 50	1,265 05	41 00	7 50
Delta	61,900 00	84,876 93	348 82	279 38	658 66
Dickinson	77,350 00	78,600 00	....	462 00	1,100 00
Eaton	1,393 33	4,012 51	2,797 47	82 25	238 75
Emmet	28,106 00	29,864 24	9,115 38	142 20	69 25
Genesee	89,050 00	89,352 41	6,950 90	117 50	537 75
Gladwin	3,420 00	3,935 53	1,610 11	126 25	72 12
Gogebic	57,000 00	57,000 00	....	1,230 50	1,352 56
Grand Traverse	23,150 00	23,220 45	2,681 67	100 75	33 50
Gratiot	28,520 00	29,437 64	2,584 63	162 75	146 25
Hillsdale	13,229 00	16,783 45	1,867 06	106 50	116 00
Houghton	78,500 00	85,225 30	3,493 77	361 30	208 50
Huron	39,135 00	40,242 58	3,068 75	181 25	43 75
Ingham	39,140 00	41,992 67	2,109 77	75 75	1,587 25
Ionia	9,000 00	10,042 82	2,171 91	88 75	40 00
Iosco	700 00	700 00	1,950 70	163 75	209 50
Iron	11,000 00	11,000 00	3,100 00	571 75	990 00
Isabella	19,100 00	19,629 95	4,911 68	114 25	118 75
Jackson	18,100 00	19,000 05	3,605 06	119 25	1,065 25
Kalamazoo	2,101 49	2,353 54	2,154 44	107 00	411 00
Kalkaska	10,872 50	11,180 10	1,203 18	103 00	10 25
Kent	243,960 00	244,363 58	3,328 58	248 93	1,253 60
Keweenaw	....	....	....	176 60	246 90
Lake	400 00	2,101 92	3,893 06	110 00	21 75
Lapeer	7,386 00	8,305 53	1,749 42	128 75	69 00
Leelanau	2,793 00	2,847 14	1,587 36	92 00	8 25
Lenawee	1,049 66	3,547 16	1,285 79	216 14	234 25
Livingston	1,378 00	1,716 69	2,186 14	126 25	19 50
Luce	....	80 00	704 32	343 00	371 00

TABLE VII.—Concluded.

Counties.	Bonded indebtedness of the districts.	Total indebtedness of the districts.	Amount due the districts.	Amount paid and due inspectors and members of school boards for services.	Amount paid and due township chairmen and other officers for services.
Mackinac	$13,075 00	$13,689 56	1,814 25	531 49	635 00
Macomb	35,800 00	38,194 77	190 83	169 00	145 50
Manistee	20,066 66	20,964 08	8,977 38	139 47	72 30
Marquette	188,990 00	192,690 00	20,783 34	1,186 17	2,335 60
Mason	19,390 00	19,415 00	6,436 93	89 75	218 25
Mecosta	5,133 33	5,494 61	4,461 69	172 75	241 50
Menominee	51,075 00	53,295 80	4,149 78	714 56	1,131 00
Midland	6,134 50	6,553 07	6,773 86	195 87	31 12
Missaukee	5,145 00	6,862 07	5,100 93	113 75	34 25
Monroe	12,370 00	13,395 00	1,924 13	150 00	28 75
Montcalm	16,251 00	16,745 33	4,550 82	173 65	130 50
Montmorency	....	....	808 21	289 13	289 57
Muskegon	29,500 00	43,498 08	31,506 67	160 25	62 25
Newaygo	3,461 00	3,583 91	8,854 62	177 75	60 75
Oakland	75,675 00	77,551 28	1,508 91	213 50	134 75
Oceana	8,750 00	9,003 30	3,685 99	147 50	30 00
Ogemaw	18,934 00	19,436 05	3,298 46	144 75	12 75
Ontonagon	21,400 00	26,436 83	....	611 46	534 50
Osceola	4,100 00	4,308 48	7,650 65	178 00	46 50
Oscoda	....	350 00	831 35	47 25	63 25
Otsego	7,300 00	7,939 46	2,428 84	120 00	52 25
Ottawa	57,418 59	57,606 14	3,702 87	159 25	257 00
Presque Isle	19,450 00	22,657 73	1,368 69	79 00	61 75
Roscommon	3,350 00	3,550 50	1,613 76	39 75	9 75
Saginaw	16,680 00	17,890 66	5,568 34	320 13	3,775 41
St. Clair	34,877 00	35,107 73	908 24	238 70	156 50
St. Joseph	502 07	572 00	1,656 48	134 50	156 50
Sanilac	27,973 75	28,970 59	2,969 74	246 50	91 75
Schoolcraft	20,000 00	20,722 97	1,050 00	268 75	635 31
Shiawassee	47,991 35	49,817 70	3,017 24	142 20	311 30
Tuscola	22,835 00	23,421 00	2,693 50	219 95	45 95
Van Buren	31,199 50	32,458 78	7,175 79	173 00	59 25
Washtenaw	83,800 00	84,121 33	905 20	124 00	240 50
Wayne	409,180 00	620,973 32	22,687 25	179 50	8,687 50
Wexford	11,299 00	12,754 25	5,121 09	139 75	44 30

TABLE VIII.

Cost per capita of public schools of the State for the school year ending September 7, 1903.

Counties.	Number of pupils included in school census in—		Number of pupils enrolled in—		Cost per capita for instruction based on school census in—			Cost per capita for instruction based on enrollment in—			Total expenses per capita during year based on enrollment in—		
	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.
Totals	423,440	321,163	293,611	220,582	$8 34	$5 53	$7 13	$12 03	$8 05	$10 32	$21 03	$11 79	$17 07
Alcona	229	1,825	195	1,292	$6 27	$4 80	$4 96	$7 36	$6 78	$6 85	$8 94	$11 46	$10 93
Alger	1.242	477	983	372	9 54	13 41	10 61	12 06	17 20	18 56	19 07	38 17	24 31
Allegan	3,679	8,179	3,053	5,761	8 04	5 27	6 13	9 69	7 48	8 25	26 47	9 76	15 55
Alpena	4.291	2,760	2,089	1,707	4 53	4 04	4 34	9 30	6 54	8 06	15 83	11 22	13 76
Antrim	2,103	2,778	1,807	2,013	8 60	6 90	10 00	9 52	7 63	9 75	16 23	13 59	14 84
Arenac	1,351	2,220	1,057	1,561	5 18	4 24	4 59	6 62	6 03	6 27	10 44	9 17	9 68
Baraga	826	310	522	207	6 99	12 42	8 47	11 07	18 61	13 21	15 80	27 97	19 25
Barry	1,522	4,336	1,252	3,160	11 17	7 47	8 43	13 58	10 26	10 07	36 19	13 83	20 13
Bay	14,567	7,632	7.256	4,144	6 31	3 06	5 19	12 67	5 64	10 11	19 60	8 83	15 68
Benzie	1,510	1,830	1,296	1,376	8 25	6 38	7 21	9 61	8 46	9 02	12 80	13 45	13 13
Berrien	7,687	6,409	6,269	4,371	8 38	5 43	7 04	10 28	7 96	9 33	17 74	11 34	15 20
Branch	2,559	3,922	2,143	2,926	10 32	6 90	8 25	12 33	9 25	10 55	18 33	11 98	14 66
Calhoun	8,119	4,753	6.413	3.353	9 18	7 87	8 84	12 44	10 25	11 69	26 04	13 39	21 69
Cass	2,039	3,152	1,768	2,299	10 43	8 10	9 02	12 03	11 11	11 51	21 25	13 54	16 89
Charlevoix	2,000	2,967	1,678	2,187	7 49	5 71	6 43	8 93	7 75	8 26	14 82	11 70	13 05
Cheboygan	2,599	2,930	1,689	1,986	5 86	6 06	5 94	8 93	8 95	8 94	19 74	14 47	16 89
Chippewa	3,859	3,135	3,329	2,193	8 26	6 34	7 40	9 57	9 07	9 37	26 04	14 10	21 32
Clare	1,048	2,141	875	1,427	6 33	5 16	5 54	7 58	7 74	7 68	10 91	11 26	11 13
Clinton	1,899	5,071	1,615	3,283	9 98	5 92	7 03	11 74	9 15	10 21	18 61	11 89	14 11
Crawford	441	536	399	410	8 61	7 06	7 76	9 74	9 23	9 37	12 35	12 39	12 37
Delta	4,438	3,604	3,309	2,520	7 58	6 14	6 93	10 17	8 78	9 57	23 41	14 00	19 34
Dickinson	4,930	1,572	3,743	1.117	8 18	9 49	8 51	10 77	13 36	11 37	24 53	27 51	25 21
Eaton	2,814	4,486	2,506	3,292	11 87	7 85	9 40	13 32	10 70	11 83	19 10	13 72	16 05
Emmet	2,241	2,612	1,944	1,733	8 76	6 08	7 32	10 10	9 16	9 66	17 18	16 04	16 64
Genesee	5,144	5,528	4,206	4,174	11 14	6 66	8 82	13 62	8 83	11 23	40 25	11 54	27 10
Gladwin	763	1,996	633	1,285	6 67	4 30	4 96	8 05	6 68	7 13	11 55	10 08	10 57
Gogebic	4.975	488	3.737	385	9 72	12 43	9 96	12 93	15 76	13 20	22 09	34 43	23 24
G'd Traverse	3.552	2,903	2,876	2,152	7 51	5 59	6 65	9 28	7 54	8 53	13 89	12 79	11 31
Gratiot	2,836	6,106	2,634	4,453	8 12	5 04	6 01	8 74	6 91	7 59	15 14	9 53	11 19
Hillsdale	2,684	4,778	2,201	3,461	10 07	6 85	8 01	12 28	9 46	10 56	20 03	12 20	15 24
Houghton	18,005	4,316	12,417	3.149	9 21	8 83	9 14	13 36	12 10	13 11	24 45	22 31	24 03
Huron	4,143	8,903	2,958	5.476	5 28	3 33	3 95	7 40	5 42	6 11	13 08	7 92	9 73
Ingham	6,356	4,000	4.695	2,973	9 24	7 09	8 41	12 51	9 54	11 36	19 65	12 88	17 03
Ionia	4.196	4,905	3,342	3.275	9 37	5 99	7 55	11 77	8 97	10 38	16 94	11 97	14 48
Iosco	2,340	1,344	1,640	836	5 00	4 28	4 74	7 14	6 88	7 05	9 28	10 22	9 60
Iron	2.175	548	1,756	406	10 41	9 85	10 30	12 90	13 30	12 97	21 34	31 29	23 21
Isabella	1.524	5,890	1.161	4,058	8 07	4 22	5 01	10 60	6 13	7 12	14 76	8 82	10 14
Jackson	6,864	4,459	4.660	3.106	9 76	6 83	8 60	14 25	9 81	12 47	21 51	13 24	18 20
Kalamazoo	7,943	3.792	5,999	2,749	8 61	8 45	8 56	11 40	11 66	11 48	25 35	14 36	21 90
Kalkaska	523	1,576	468	1.242	7 64	7 69	7 68	8 54	9 76	9 42	15 07	14 62	14 74
Kent	30,602	9,681	17.973	6,400	9 40	4 98	8 34	16 02	7 54	13 79	25 28	9 99	21 26
Keweenaw	....	1,088	....	790	......	8 27	8 27	......	11 40	11 40	......	38 83	38 83
Lake	554	993	462	683	6 55	7 14	6 93	7 86	10 38	9 36	10 29	13 98	12 49
Lapeer	2.163	5.701	1,819	4,099	10 20	5 25	6 61	12 13	7 30	8 79	19 34	9 94	12 83
Leelanau	792	2,936	619	1,885	5 77	4 59	4 84	7 38	7 15	7 21	9 33	8 94	9 04
Lenawee	5,780	6.683	4,695	4,813	8 96	6 42	7 60	11 03	8 92	9 96	16 42	11 21	13 78
Livingston	1,172	3,785	1,029	2.793	11 58	7 15	8 20	13 20	9 69	10 64	19 55	12 51	14 39
Luce	454	250	477	204	14 82	10 68	13 35	14 12	13 07	13 80	32 47	23 40	29 75

TABLE VIII.—CONCLUDED.

County.	Number of pupils included in school census in—		Number of pupils enrolled in—		Cost per capita for instruction based on school census in—			Cost per capita for instruction based on enrollment in—			Total expense per capita during year based on enrollment in—		
	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.	Graded school districts.	Ungraded school districts.	All school districts.
Mackinac	944	1,689	575	1,221	$6 74	$6 92	$6 86	$11 07	$9 59	$10 06	$19 58	$16 04	$17 18
Macomb	4,742	5,781	2,915	3,321	6 95	4 50	5 60	11 30	7 84	9 46	19 36	10 26	14 52
Manistee	6,745	2,945	3,789	1,839	6 83	4 93	6 26	12 17	7 90	10 79	17 04	11 41	15 03
Marquette	11,363	2,096	7,291	1,475	9 26	8 45	9 13	14 44	12 00	14 03	26 37	24 44	25 94
Mason	2,904	3,760	2,193	2,689	7 95	4 55	6 03	10 53	6 36	8 23	17 10	9 75	13 05
Mecosta	1,926	4,917	1,419	3,499	8 12	4 96	5 85	11 02	6 97	8 14	16 32	10 63	12 27
Menominee	6,216	3,635	4,059	2,441	5 36	6 87	5 91	8 21	10 23	8 97	13 74	17 14	15 02
Midland	1,271	3,815	1,189	2,721	8 22	4 29	5 27	8 79	6 02	6 86	11 61	10 40	10 77
Missaukee	595	2,740	484	2,060	7 41	5 69	5 99	9 11	7 57	7 86	14 26	11 80	12 27
Monroe	2,741	7,530	1,424	5,244	5 71	4 40	4 75	10 99	6 13	7 32	17 86	8 58	10 56
Montcalm	3,369	6.811	3,099	4,671	8 55	4 52	5 85	9 29	6 60	7 67	13 72	8 83	10 78
Montmorency	300	813	257	575	8 08	7 17	7 41	9 43	10 14	9 92	16 45	14 62	15 19
Muskegon	9,076	3,888	8,054	2,669	7 03	4 42	6 24	7 92	6 44	7 55	16 46	10 68	15 01
Newaygo	1,443	4,636	1,179	3,422	7 24	5 37	5 81	8 86	7 36	7 68	13 35	9 94	10 82
Oakland	5,389	5,871	4,332	4,160	9 25	7 33	8 24	11 50	10 34	10 93	21 52	13 77	17 72
Oceana	1,178	4,286	1,009	3,199	8 30	5 23	5 90	9 70	7 01	7 66	13 25	9 40	10 32
Ogemaw	910	1,994	750	1,276	5 59	4 56	4 88	6 79	7 12	7 00	10 29	11 70	11 18
Ontonagon	1.048	855	993	734	17 63	12 14	15 16	18 61	14 14	16 71	32 80	26 61	30 75
Osceola	1,877	4,312	1,675	2,945	8 77	5 06	6 19	9 83	7 41	8 29	13 81	10 57	11 75
Oscoda	....	485	....	371	......	7 29	7 29	......	9 54	9 54	......	12 63	12 63
Otsego	797	1,207	683	824	7 99	6 77	7 26	9 33	9 92	9 65	12 27	15 58	14 08
Ottawa	7,789	5,925	5,734	4,061	6 37	4 48	5 55	8 65	6 54	7 77	16 01	10 07	13 55
Presque Isle	1,195	2,149	934	919	4 91	2 82	6 44	6 28	6 59	3 56	24 37	10 03	17 25
Roscommon	239	276	130	197	4 35	6 07	5 27	8 00	8 50	8 30	13 20	11 93	12 44
Saginaw	15,914	11,106	9,345	6,564	8 25	3 89	6 42	14 05	6 44	10 91	20 93	10 03	16 42
St. Clair	9.729	7,977	6,345	5,309	6 00	4 91	5 51	9 20	7 38	8 37	15 92	10 15	13 29
St. Joseph	2,898	3,100	2,333	2,254	11 30	7 63	9 40	14 03	10 49	12 29	18 82	13 48	16 19
Sanilac	3,557	8,669	2,630	6,455	5 64	4 08	4 53	7 63	5 48	6 10	12 33	7 75	9 08
Schoolcraft	1,596	804	1,436	653	9 08	8 98	9 05	10 10	11 06	10 40	18 03	18 90	18 30
Shiawassee	4,446	4,384	3,500	3,120	9 36	6 27	7 82	11 89	8 81	10 44	19 41	12 03	15 93
Tuscola	3,124	8,218	2,430	5,852	7 18	4 13	4 97	9 23	5 80	6 80	17 25	8 79	11 27
Van Buren	4,083	5,610	3,332	3,874	8 89	5 42	6 88	10 89	7 86	9 26	21 86	11 28	16 17
Washtenaw	6,617	5,291	4,677	3,429	11 59	6 26	9 23	16 41	9 67	13 56	29 32	12 48	22 20
Wayne	101,079	8,661	61,383	5,010	8 16	4 52	7 88	13 44	7 82	13 01	23 11	15 27	22 52
Wexford	2,867	2.641	2,386	1,992	8 05	6 59	7 35	9 68	8 74	9 25	11 21	17 66	14 14

TABLE IX.

Statistics of township and district libraries as reported by school inspectors for the year ending September 7, 1903.

Counties.	Number of townships using library money for general school purposes.	Number of townships forfeiting library money.	Number of townships maintaining libraries.	Number of volumes added to township libraries during the year.	Whole number of volumes in township libraries.	Amount of taxes voted for township libraries.	Amount of fines, etc., received from county treasurer for township libraries.	Amount paid for books and care of township libraries.	Amount of township library money on hand Sept. 7, 1903.	Number of districts maintaining libraries.	Number of volumes added to district libraries during the year.	Whole number of volumes in district libraries.	Amount paid for the support of district libraries.	Amount of fines, etc. received from county treasurer for district libraries.
Totals	189	641	380	10,171	161,188	$2,818 18	$7,736 28	$12,665 00	$17,808 70	4,388	69,213	919,505	$126,234 79	$165,600 68
Alcona	1	6	3	...	958	...	...	$32 00	$14 76	10	75	514	$6 50	$18 49
Alger	1	6	...	...	...	...	...	...	36 02	4	255	794	270 00	152 21
Allegan	10	6	8	668	4,522	$300 00	$104 59	256 27	155 51	145	936	11,249	772 83	2,526 97
Alpena	3	1	3	...	507	...	23 08	10 00	8 30	7	173	4,450	643 65	23 08
Antrim	2	1	12	550	3,450	200 00	5 86	349 64	326 58	26	496	2,879	110 52	78 59
Arenac	3	8	...	...	...	...	...	...	...	14	482	1,533	187 65	522 83
Baraga	...	4	...	...	...	...	...	...	5 32	3	...	490	40 00	61 91
Barry	2	11	3	24	1,155	...	37 43	71 73	59 43	99	1,131	7,433	501 91	1,316 78
Bay	1	6	7	297	3,381	10 00	201 59	290 73	386 83	45	2,188	28,520	224 29	484 19
Benzie	...	4	8	131	2,166	...	317 56	192 42	526 71	24	166	3,430	143 64	212 18
Berrien	3	12	5	216	5,657	250 00	88 45	418 36	89 34	140	1,231	24,602	509 01	2,747 80
Branch	9	3	4	331	5,533	...	95 58	428 52	130 17	63	317	4,024	280 22	1,215 23
Calhoun	7	10	3	...	1,435	...	58 14	63 00	105 29	114	2,066	28,060	2,534 71	2,490 26
Cass	5	6	4	14	1,951	...	66 13	48 00	165 88	56	329	6,076	257 60	1,216 56
Charlevoix	4	6	5	256	2,743	500 00	90 99	365 17	496 04	20	223	1,754	307 41	414 79
Cheboygan	4	9	3	75	494	...	25 37	65 00	164 00	31	791	6,664	567 34	318 33
Chippewa	5	8	1	35	285	200 00	...	175 00	58 15	21	363	2,968	523 75	373 73
Clare	1	7	6	25	1,074	5 00	48	11 15	101 62	19	326	1,091	173 95	23 21
Clinton	5	5	6	208	2,192	...	129 08	130 62	135 04	87	702	6,590	681 10	1,122 14
Crawford	1	1	3	25	1,389	...	82 32	106 30	163 16	10	93	971	52 00	16 91
Delta	2	9	2	25	648	...	57 90	26 18	236 45	14	575	3,869	306 47	695 60
Dickinson	...	5	1	...	237	...	19 29	...	24 29	7	1,372	9,055	3,393 37	3,711 00
Eaton	2	7	7	206	5,943	217 63	173 06	347 37	611 63	96	1,146	10,780	602 06	2,009 18
Emmet	1	3	11	368	2,524	5 00	271 96	190 21	553 00	33	415	2,829	163 21	569 42
Genesee	4	13	1	108	990	...	64 91	103 36	44 35	122	1,503	21,423	1,504 18	2,362 27
Gladwin	1	9	2	125	698	...	100 00	20 00	3 16	16	758	1,290	246 13	562 24
Gogebic	2	3	...	...	...	...	...	...	125 56	5	605	4,550	926 84	1,353 55
Grand Traverse	1	2	10	3	4,747	...	...	143 15	101 26	34	265	3,830	34 25	143 38
Gratiot	2	15	...	...	...	...	...	...	...	123	951	12,987	576 00	830 76
Hillsdale	*3	14	1	...	801	...	17 80	26 50	17 80	128	689	9,380	518 15	1,364 08

Houghton	....	10	3	95	2,946	....	691 10	308 61	949 15	17	2,508	16,653	2,740 99	4,648 26
Huron	5	13	8	245	2,657	....	56 65	179 75	839 99	82	662	5,937	198 63	841 18
Ingham	5	11	....	....	....	....	....	....	....	110	2,219	20,091	3,612 17	13,319 55
Ionia	8	7	1	71	801	50 00	....	140 96	79	119	947	8,199	1,407 53	1,606 03
Iosco	1	4	5	....	500	....	....	28 00	18 76	13	89	2,157	69 00	58 55
Iron	2	6	....	....	....	....	....	....	94 49	6	807	4,451	539 84	695 95
Isabella	2	8	6	....	1,158	....	65 53	16 98	118 28	41	188	2,449	177 34	637 77
Jackson	4	15	....	....	....	....	....	....	....	132	860	13,265	410 74	2,171 99
Kalamazoo	8	6	2	108	1,332	150 00	192 65	12 00	17 36	89	1,708	39,749	4,898 09	3,546 95
Kalkaska	1	7	3	161	600	....	60 16	172 50	46 09	12	71	1,063	70 40	331 81
Kent	3	14	7	337	4,105	....	179 86	404 37	273 11	171	3,387	81,131	14,265 02	5,395 00
Keweenaw	1	4	....	....	250	....	15 00	....	100 60	4	200	1,570	39 90	266 05
Lake	1	1	9	75	2,599	....	63 30	152 50	209 36	9	7	857	....	44 93
Lapeer	3	11	4	92	1,369	....	42 30	138 64	49 99	100	1,561	9,656	490 11	817 32
Leelanau	....	1	10	459	2,900	....	268 37	346 02	439 87	17	361	1,106	33 16	461 54
Lenawee	3	14	5	55	2,129	....	55 84	83 94	66 84	131	1,952	33,118	3,734 81	1,611 48
Livingston	5	8	3	....	1,357	....	30 87	49 05	2,033 97	38	698	3,742	673 23	1,508 83
Luce	1	3	....	....	....	....	....	....	78 99	3	147	938	155 10	33 56
Mackinac	2	9	....	....	....	....	....	5 00	130 73	10	210	2,064	204 44	155 59
Macomb	1	10	3	35	478	....	35 81	75 84	318 03	59	616	13,996	1,795 29	1,579 89
Manistee	1	7	4	109	885	50 00	62 48	156 62	99 55	39	1,339	9,104	1,878 82	675 21
Marquette	1	11	5	212	2,011	213 74	76 86	330 00	310 40	17	929	8,775	1,521 32	1,099 10
Mason	....	7	6	102	2,686	....	10 05	106 94	19 71	33	801	7,910	615 48	342 40
Mecosta	3	8	5	89	1,844	....	103 26	113 35	36 31	58	628	3,694	506 39	1,002 23
Menominee	3	6	1	....	540	....	....	50 00	178 37	20	318	3,998	434 12	630 72
Midland	....	11	5	....	269	....	6 24	17 00	24 17	27	161	2,345	61 85	331 62
Missaukee	....	6	8	....	1,475	25 00	10 00	90 50	57 99	19	255	1,396	85 60	95 90
Monroe	....	7	8	18	1,876	....	4 67	66 32	57 95	100	974	11,322	1,003 11	2,564 09
Montcalm	4	6	10	261	2,948	....	166 84	194 29	469 03	56	754	7,125	434 84	1,290 01
Montmorency	1	4	1	....	192	....	....	18 00	26 71	3	100	419	44 32	....
Muskegon	....	6	11	188	4,825	150 00	120 52	447 93	449 45	46	307	2,875	463 05	447 85
Newaygo	....	9	13	87	3,192	....	81 32	234 33	208 79	72	501	5,138	163 87	80 18
Oakland	6	16	3	137	2,600	....	83 45	137 62	63 54	97	1,188	14,095	1,147 41	2,075 79
Oceana	....	....	16	387	7,517	60 00	198 82	492 80	513 91	52	721	3,935	112 15	242 08
Ogemaw	2	6	4	377	2,470	100 00	144 97	241 68	145 81	5	64	347	20 00	27 09
Ontonagon	....	9	....	....	....	....	....	....	12 65	1	....	825	10 00	4 00
Osceola	1	6	9	207	3,787	....	151 12	293 13	348 65	36	629	3,818	41 54	555 65
Oscoda	....	3	....	....	....	....	....	....	....	4	31	318	21 00	64 28
Otsego	....	3	6	388	3,047	50 00	405 65	486 83	917 12	22	313	1,476	183 61	353 20
Ottawa	2	3	10	90	5,776	16 81	1,022 86	544 00	582 80	66	1,137	8,929	1,449 63	2,178 55
Presque Isle	....	12	1	....	20	....	....	....	....	9	70	580	61 02	155 98
Roscommon	....	4	3	....	680	50 00	....	35 00	38 36	....	....	....	....	....
Saginaw	5	11	11	462	5,861	....	134 04	511 83	343 77	75	2,058	28,770	3,697 98	1,727 50
St. Clair	1	17	5	251	2,888	....	121 89	189 65	86 13	135	3,221	24,388	4,286 46	6,691 83
St. Joseph	2	10	4	380	2,150	200 00	34 02	401 14	49 47	112	400	8,961	423 72	880 35

TABLE IX.—CONCLUDED.

Counties.	Number of townships using library money for general school purposes.	Number of townships forfeiting library money.	Number of townships maintaining libraries.	Number of volumes added to township libraries during the year.	Whole number of volumes in township libraries.	Amount of taxes voted for township libraries.	Amount of fines, etc., received from county treasurer for township libraries.	Amount paid for books and care of township libraries.	Amount of township library money on hand Sept. 7, 1903.	Number of districts maintaining libraries.	Number of volumes added to district libraries during the year.	Whole number of volumes in district libraries.	Amount paid for the support of district libraries.	Amount of fines, etc., received from county treasurer for district libraries.
Sanilac	2	15	9	112	2,542	....	$8 88	$106 60	$88 18	55	639	3,711	$78 21	$727 28
Schoolcraft	1	7	....	....	....	....	....	....	72 90	6	....	2,826	391 10	18 69
Shiawassee	....	15	1	50	550	15 00	29 30	21 00	112 65	103	838	8,095	845 76	786 90
Tuscola	6	8	9	116	2,943	....	292 80	198 73	517 73	62	554	6,604	221 46	1,243 57
Van Buren	....	11	7	152	6.168	....	354 09	542 77	351 78	121	1.009	10,774	714 76	1,562 45
Washtenaw	3	15	2	40	1.368	....	8 82	83 64	84 50	104	2,170	24,023	2,520 77	1,184 32
Wayne	1	16	3	6	2,118	....	....	46 00	256 39	130	6.955	213,774	50,340 92	67,294 07
Wexford	....	4	12	527	5,290	....	314 23	432 46	551 88	25	329	2,868	390 04	547 89

TABLE X.

ies of instruction as reported by school inspectors for the year ending September 7, 1903.

nties.	Algebra.	Arithmetic.	Botany.	Civil Government.	General History.	Geography.	Geometry.	Grammar.	Orthography.	Penmanship.	Physics.	Physiology.	Reading.	U. S. History.
	Number of districts in which instruction is given in—													
als..	1,792	7,035	959	5,701	1,717	6,950	791	6,928	4,172	5,412	864	6,667	6,970	6,694
	7	31	3	22	7	31	1	29	19	24	2	29	28	26
	4	7	3	6	4	7	2	7	6	7	2	7	7	7
	41	181	19	164	40	183	15	179	120	154	19	184	182	182
	11	17	10	16	11	17	10	17	16	16	10	17	17	16
	21	68	11	48	18	68	6	70	13	53	11	63	69	65
	22	39	21	34	26	38	20	38	32	34	20	39	39	39
	3	4	2	4	2	4	2	4	4	4	3	4	4	4
	43	143	33	120	36	140	15	140	61	89	15	141	141	141
	23	66	11	61	29	66	15	65	42	58	10	65	68	64
	18	52	15	39	19	50	14	49	34	31	13	46	51	48
	41	145	25	123	25	143	21	143	130	110	16	138	140	137
	25	127	11	95	19	127	6	127	52	82	8	119	126	119
n	56	164	28	143	56	163	29	160	93	130	28	142	164	148
	22	106	12	80	16	98	6	108	59	89	8	97	106	104
oix	16	62	11	46	20	66	11	67	41	60	11	65	68	65
gan.	10	54	7	41	7	51	4	53	41	44	6	50	54	52
wa	4	49	4	39	11	50	2	46	17	40	5	45	51	49
	7	54	9	54	23	54	16	54	44	48	14	54	54	47
	15	128	8	118	18	128	5	128	71	97	8	127	126	126
rd	5	21	1	12	3	21	1	18	9	19	1	17	21	17
	8	29	5	21	6	28	2	26	21	26	4	27	28	27
on	4	8	3	7	5	8	4	8	8	8	2	8	8	9
	26	146	12	111	25	140	9	146	92	89	8	137	143	142
	12	68	3	46	16	70	4	67	41	56	2	68	71	61
e	46	159	15	120	32	155	13	155	83	108	16	150	155	151
n	7	37	4	31	12	35	3	37	24	33	4	34	37	36
c	5	7	4	6	6	7	3	7	5	7	3	7	7	7
verse	13	62	11	49	15	61	5	63	39	57	4	59	65	58
	40	129	32	112	48	126	29	125	91	98	33	117	128	125
le	35	162	29	113	36	157	25	151	64	127	23	155	159	151
on	24	32	11	25	15	32	13	32	20	31	11	30	32	30
	27	111	17	105	33	113	13	113	67	93	18	110	110	110
	31	135	12	115	24	136	7	136	85	92	10	124	133	124
	26	140	24	106	31	139	20	140	61	91	23	131	141	136
	11	27	10	20	15	27	11	25	16	24	9	24	27	24
	4	7	4	6	3	7	2	7	4	7	1	7	7	7
	17	100	9	86	27	100	6	99	62	78	7	93	96	95
n	45	151	11	120	32	148	11	151	92	133	10	146	150	138
zoo.	39	132	24	106	29	130	14	131	74	106	10	121	121	123
ka.	6	50	1	40	9	49	1	48	27	34	1	49	48	47
	78	203	45	187	51	203	24	202	158	163	37	195	200	196
naw	3	5	......	4	2	5	2	5	4	5	1	5	5	5
	8	36	4	27	18	36	3	35	28	29	4	35	37	33
	28	127	12	113	27	127	15	127	76	87	17	116	128	121
au.	7	57	6	47	13	55	10	54	41	50	11	53	56	53
ee.	65	195	20	167	35	192	15	193	128	165	15	191	195	189
ton	63	130	5	106	38	130	7	132	75	95	9	118	129	125
	2	4	1	3	1	4	1	4	4	4	1	4	4	4

TABLE X.—CONCLUDED.

Counties.	Number of districts in which instruction is given in—													
	Algebra.	Arithmetic.	Botany.	Civil Government.	General History.	Geography.	Geometry.	Grammar.	Orthography.	Penmanship.	Physics.	Physiology.	Reading.	U. S. History.
Mackinac	3	16	2	12	8	16	3	16	12	14	3	16	16	16
Macomb	23	115	13	91	26	114	8	114	63	96	12	111	112	108
Manistee	13	60	6	50	25	52	4	58	33	46	6	56	55	51
Marquette	13	19	6	19	7	20	6	20	17	20	6	19	20	20
Mason	6	60	5	52	10	60	1	61	36	42	3	59	60	56
Mecosta	12	100	6	85	18	101	4	97	61	56	7	95	99	98
Menominee	8	39	10	28	15	38	8	38	22	23	7	36	39	35
Midland	10	75	7	60	25	75	8	73	44	59	5	69	75	69
Missaukee	12	56	5	41	17	56	3	55	34	36	6	53	56	49
Monroe	33	132	15	113	30	132	12	133	81	87	15	122	133	126
Montcalm	32	138	15	113	29	135	19	134	59	92	16	129	134	135
Montmorency	2	8	2	7	2	8	1	8	8	8	1	8	8	8
Muskegon	20	83	15	61	20	82	7	81	52	58	8	78	81	78
Newaygo	19	110	8	89	15	115	7	112	34	72	9	114	116	110
Oakland	70	204	27	134	52	203	25	198	92	166	25	183	204	195
Oceana	15	87	4	63	16	85	6	83	48	45	7	83	85	82
Ogemaw	7	40	5	16	14	39	5	38	24	38	5	34	41	38
Ontonagon	6	8	4	8	6	8	4	8	8	8	5	8	8	8
Osceola	18	93	12	87	20	93	11	93	66	75	11	91	93	93
Oscoda	3	12	2	9	3	12	2	10	9	11	......	12	11	8
Otsego	9	35	3	20	10	33	2	33	18	30	3	34	33	32
Ottawa	31	123	16	96	31	122	12	123	87	94	13	122	123	119
Presque Isle	7	33	4	23	17	32	5	31	20	25	7	29	32	32
Roscommon	2	13	2	9	3	13	......	13	13	13	1	13	13	13
Saginaw	36	153	16	136	48	154	15	149	99	122	17	151	153	153
St. Clair	33	143	16	114	34	143	15	145	77	120	15	140	143	141
St. Joseph	27	123	12	102	18	123	13	123	74	111	12	111	122	114
Sanilac	56	152	20	130	24	150	11	152	122	100	18	150	150	149
Schoolcraft	3	9	......	8	4	9	......	7	6	9	......	8	8	9
Shiawassee	35	123	23	112	39	123	19	121	75	99	18	120	122	120
Tuscola	39	151	21	132	41	150	22	142	77	124	26	148	149	145
Van Buren	26	152	16	124	22	148	12	148	85	107	14	144	148	140
Washtenaw	36	165	27	120	24	149	17	160	88	127	23	150	162	144
Wayne	39	155	25	115	37	153	25	151	74	137	21	139	152	145
Wexford	14	77	11	58	13	79	6	79	60	57	15	69	78	74

TABLE XI.

Private or parochial schools for the year ending September 7, 1903.

Counties.	Number of private schools.	Number of parochial schools.	Number of teachers.		Estimated number of pupils.
			Men.	Women.	
Totals	162	306	417	819	50,798
Alcona	......	......	......	......	....
Alger	......	......	......	......	....
Allegan	......	4	2	1	125
Alpena	......	......	......	......	....
Antrim	......	......	......	......	....
Arenac	......	1	1	......	30
Baraga	......	......	......	......	....
Barry	1	......	......	1	8
Bay	10	18	18	58	3,723
Benzie	......	......	......	......	....
Berrien	2	6	10	14	674
Branch	......	1	......	4	280
Calhoun	......	5	2	13	443
Cass	1	......	1	......	15
Charlevoix	......	......	......	......	....
Cheboygan	......	4	1	9	430
Chippewa	2	2	......	12	400
Clare	......	......	......	......	....
Clinton	......	5	1	10	523
Crawford	......	......	......	......	....
Delta	.....	2	......	13	650
Dickinson	......	1	......	3	175
Eaton	......	1	......	1	19
Emmet	2	3	2	10	255
Genesee	4	1	4	9	265
Gladwin	......	......	......	......	....
Gogebic	......	1	......	12	450
Grand Traverse	......	1	......	8	350
Gratiot	1	......	......	1	12
Hillsdale	......	3	1	2	38
Houghton	3	11	2	53	2,330
Huron	2	8	7	5	656
Ingham	......	4	2	5	435
Ionia	2	2	......	4	35
Iosco	......	2	2	......	120
Iron	......	3	2	1	59
Isabella	......	2	1	10	379
Jackson	......	1	1	......	10
Kalamazoo	4	4	3	17	626
Kalkaska	......	......	......	......	....

Counties.	Number of private schools.	Number of parochial schools.	Number of teachers.		Estimated number of pupils.
			Men.	Women.	
Kent	7	19	30	91	4,452
Keweenaw	......	......	......	......	....
Lake	......	......	......	......	....
Lapeer	......	1	1	......	7
Leelanau	......	3	......	6	310
Lenawee	1	9	9	9	568
Livingston	......	......	......	......	....
Luce	......	......	......	......	....
Mackinac	......	1	......	3	75
Macomb	3	21	14	9	1,265
Manistee	1	9	8	16	1,577
Marquette	......	4	1	27	1,275
Mason	1	5	4	6	395
Mecosta	1	4	15	8	1,545
Menominee	1	3	1	13	682
Midland	......	......	......	......	....
Missaukee	......	1	1	......	20
Monroe	2	15	13	25	1,072
Montcalm	1	4	4	1	96
Montmorency	......	1	1	......	25
Muskegon	3	7	7	11	1,020
Newaygo	......	......	......	......	....
Oakland	......	2	2	4	300
Oceana	5	......	9	......	358
Ogemaw	......	......	......	......	....
Ontonagon	......	......	......	......	....
Osceola	......	2	2	......	113
Oscoda	......	......	......	......	....
Otsego	1	1	2	......	65
Ottawa	2	7	3	16	520
Presque Isle	3	3	4	4	124
Roscommon	......	......	......	......	....
Saginaw	16	28	52	21	1,360
St. Clair	7	13	8	29	1,749
St. Joseph	......	4	4	......	51
Sanilac	2	1	2	1	71
Schoolcraft	......	1	......	5	250
Shiawassee	......	......	......	......	....
Tuscola	......	9	8	3	354
Van Buren	2	1	2	2	57
Washtenaw	6	8	16	10	875
Wayne	60	22	128	219	16,538
Wexford	3	1	3	4	114

TABLE XII.

Examination and certification of teachers as reported by the county commissioners for the year ending June 30, 1903.

Counties.	Number of public examinations.	Number of applicants for regular certificates.	Number of applicants for special certificates.	Number of applicants receiving certificates.					Number licensed without experience in teaching.	Number of applicants having received Normal School instruction.	Number of applicants having attended institute during the year.	No. of teachers holding certificates issued or indorsed by State Board of Education.	Number of teachers hoding State Normal College certificates.	Number of teachers holding Central Normal School certificates.	Number of teachers holding Northern Normal School Certificates.	Number holding certificates issued by county board of examiners.	Number holding certificates issued by city boards of education.	Number of legally qualified teachers in the county, including city teachers.	Number of certificates suspended.	Number of certificates annulled.	Number of districts hiring teachers by the year.	Number of new teachers added to teaching force each year.
				County first grade.	Indorsed first grade.	Second grade.	Third grade.	Special.														
Totals....	309	11,547	1,197	91	50	2,243	4,159	1,046	1,951	519	427	612	876	311	41	10,287	2,097	15,973	4	6	5,177	2,125
Alcona.......	4	52	6	....	1	8	16	6	5	....	25	6	....	1	....	29	....	42	....	....	....	6
Alger.........	4	7	2	....	....	1	3	2	1	3	3	5	2	1	2	25	....	35	....	....	7	*6
Allegan	4	286	30	6	1	58	129	24	54	5	127	11	17	8	....	268	....	304	....	....	155	38
Alpena......	3	77	16	....	....	7	20	11	10	....	27	....	....	1	....	53	42	95	....	....	40	16
Antrim.......	4	83	5	....	....	12	34	3	12	7	21	8	19	3	....	101	....	134	....	....	15	23
Arenac.......	4	65	2	....	....	14	29	2	16	3	33	2	3	....	....	45	....	50	....	1	37	16
Baraga.......	3	15	3	....	....	2	10	3	4	5	12	3	1	2	....	26	....	32	....	....	18	*8
Barry.........	4	200	25	....	2	34	49	14	22	1	....	6	15	....	....	184	3	205	1	....	93	22
Bay...........	4	116	4	....	....	35	23	4	10	....	37	....	....	7	....	89	172	286	....	....	69	*12
Benzie........	2	60	14	2	1	23	16	12	10	1	40	1	13	2	....	83	....	99	....	....	*15	*25
Berrien.......	4	269	17	....	1	65	76	17	50	18	108	12	....	....	....	188	....	294	....	....	143	50
Branch.......	4	*210	......	1	....	53	69	15	34	6	100	15	20	2	....	170	15	222	....	....	*70	*40
Calhoun......	4	309	30	5	2	76	99	25	54	13	122	2	3	3	....	256	*150	*420	....	....	115	*50
Cass..........	4	158	15	1	1	36	43	15	21	1	46	18	6	2	....	102	17	145	....	....	85	30
Charlevoix...	4	108	16	....	....	35	30	13	11	3	26	5	8	12	....	65	....	127	....	....	32	25
Cheboygan ...	4	68	30	....	....	13	35	19	11	1	31	5	5	4	....	93	15	122	....	....	56	27
Chippewa....	4	53	8	....	....	7	30	8	23	5	30	4	5	1	1	80	....	134	1	....	90	22
Clare.........	4	98	8	2	2	8	29	8	16	6	30	9	3	4	....	82	....	90	....	....	37	16
Clinton.......	4	122	11	....	1	29	76	9	43	6	95	1	13	8	....	*145	....	170	....	....	*60	*40
Crawford	4	23	11	....	....	7	15	12	4	1	17	....	....	3	....	32	....	32	....	....	3	7
Delta.........	3	74	8	1	1	12	35	8	17	7	33	25	6	3	4	87	16	141	....	....	45	25
Dickinson	2	28	8	....	....	4	9	6	1	11	28	8	2	1	3	25	51	105	....	....	105	5
Eaton	4	238	20	....	....	27	107	17	36	10	100	21	10	3	....	133	10	198	....	....	99	99
Emmet.......	4	108	12	....	....	27	41	7	19	8	26	1	20	4	....	87	....	122	....	1	....	....
Genesee......	4	236	*30	3	1	54	94	26	38	8	49	*16	*25	*15	....	262	*12	330	....	....	*120	*50

Gladwin	2	52	4			8	22	4	8	1	24	3		3		44		50		*15	*6
Gogebic	2	16					14		9		10		2	1	3	27	88	115		5	10
G'd Traverse	4	90	8			23	28	8	11	4	36	15	15	8		120	50	170		*50	*15
Gratiot	4	188	60			31	67	22	29	4	68	11	8	20		203	14	256		77	*40
Hillsdale	4	234	7	2		43	75	5	40	11	51	14	24			267	14	314		*100	40
Houghton	3	194	54	6		52	72	58	18	29	46	20	58	2	2	140		320		26	15
Huron	3	171	15			25	46	15	7	3	43	15	18	9		152		184		114	17
Ingham	4	283	6			46	68	6	38	16	94	7	11			187	77	282		46	*35
Ionia	4	280	20	6		62	94	18	65	4	147	12	32	6		210	36	250		120	48
Iosco	4	69				9	29		12	2	30	6		1		48		56		20	15
Iron	3	34	12			2	17	7	6	6	25	20	11	2		20		61		*17	*25
Isabella	4	116	13			19	24		13	15	19	50	2	47		44	4	148		*50	24
Jackson	4	291	18	2		65	97		52	2	80	3	13	2		322	87	409		84	52
Kalamazoo	4	236	12			40	77	10	32	9	95	2	35	1	1	193	89	319		105	30
Kalkaska	4	53	*32			12	21	23	7	2	*21	3		2		69		69		*20	*25
Kent	4	290	7	4	3	49	68	7	29	2	57	8	4			164	4	589		*150	28
Keweenaw	2	11				4	7	1	4	1	6	1	1			10		15		8	*3
Lake	4	75	6			16	10	6	7		20	3				51	1	60		7	15
Lapeer	3	176	15	1		47	83	13	39	2	*100	3	15			*175	19	194		106	*50
Leelanau	4	60	11			13	27	10	9	4	13			2		76		78			14
Lenawee	4	290	40			58	104	27	52	8	96	12	13	2		275	*40	360		*130	60
Livingston	4	223	4			33	106	4	54	18	82	2	38	1		322		336		73	56
Luce	4	17	3				8	2	5	2	9	4	3			22		26		4	5
Mackinac	3	58	20				28	15	16	1	31					46	5	51			*5
Macomb	4	324	5	5		3	61	5	30		12	5	10			171	36	187		113	30
Manistee	2	87	2			15	41	2	21	2	38	5	6	5		96	63	178		*25	8
Marquette	2	38	16	1		8	14	16	8	24	29	1	20	1	22	60	125	226		20	30
Mason	4	111	15			21	41	15	19	1	49	7	2	2		89	4	141		45	20
Mecosta	4	296	8	9	9	50	82	8	76		*120					141	20	*150	2	*60	*10
Menominee	3	120	25	1		12	48	21	21	10	48	4				91	61	156		34	21
Midland	4	149	21	1		15	39	21		10		*16	*6	*7		97	9	106		*60	*20
Missaukee	4	104	24	1		20	40	6	23	6	21	2	12	5		71		78		40	*20
Monroe	4	153	15	4		37	70	11	25	13	67	10	10			171	12	203		120	20
Montcalm	4	229	27			29	95	26	43	2	65	15	2	5		173	22	217		25	43
Montmorency	4	37	3			5	10	3	7		15	8	1	3		20				20	5
Muskegon	4	148	27	2		43	51	19	21	2	36	3	4	1		115	108	223		43	47
Newaygo	4	150				37	65	40	32	8	45	8	7	3		125		140		*50	
Oakland	4	283	10			59	130	9	70	25	150	16	32	5		359	13	425		200	*70
Oceana	4	198	27	3		44	55	23	27	8	87	3	10	2		145		150		270	23
Ogemaw	3	42	5			4	21	5	12				2			49		51		*15	12
Ontonagon	4	51	10			11	21	9	7	14	12	5	8			39		45		33	10
Osceola	3	141	18			23	69	8	34	1	35	7	9	20		141		177		20	25
Oscoda	3	16	3			3	6		4		9		1	1		15		17		13	6
Otsego	4	55	18			10	16		4	5	23	4	7	5		51		67		16	12

* Estimated.

TABLE XII.—CONCLUDED.

Counties.	Number of public examinations.	Number of applicants for regular certificates.	Number of applicants for special certificates.	Number of applicants receiving certificates.					Number licensed without experience in teaching.	Number of applicants having received Normal School instruction.	Number of applicants having attended institute during the year.	No. of teachers holding certificates issued or indorsed by State Board of Education.	Number of teachers holding State Normal College certificates.	Number of teachers holding Central Normal School certificates.	Number of teachers holding Northern Normal School certificates.	Number holding certificates issued by county board of examiners.	Number holding certificates issued by city boards of education.	Number of legally qualified teachers in the county, including city teachers.	Number of certificates suspended.	Number of certificates annulled.	Number of districts hiring teachers by the year.	Number of new teachers added to teaching force each year.
				County first grade.	Indorsed first grade.	Second grade.	Third grade.	Special.														
Ottawa	4	230	5	1	1	45	96	5	47	....	135	4	4	....	....	235	70	305	....	....	95	43
Presque Isle	3	20	2	....	....	4	4	2	1	4	8	1	....	1	....	29	....	29	....	....	*3	3
Roscommon	4	10	6	....	....	2	1	6	1	....	1	....	3	....	....	4	....	15	....	....	1	....
Saginaw	4	230	17	4	....	56	84	15	50	7	121	21	8	5	....	263	223	486	....	....	100	50
St. Clair	4	235	14	[illegible]		40	110	14	30	12	140	11	17	4	....	232	72	336	....	....	140	35
St. Joseph	4	134	13			37	68	12	32	10	69	12	14	2	....	263	24	315	....	....	108	33
Sanilac	4	267	25	....	2	33	76	25	33	5	53	2	12	8	....	208	....	228	....	....	145	33
Schoolcraft	4	23	5	....	....	5	15	5	2	9	....	4	6	1	2	27	3	57	....	....	20	*12
Shiawassee	4	166	26	3	3	20	54	26	26	1	43	2	13	10	1	77	56	296	....	....	58	35
Tuscola	4	92	34	4	2	41	76	34	20	10	59	11	5	4	....	139	1	*160	....	2	*85	*20
Van Buren	4	244	41	1	1	40	91	29	47	6	69	21	7	6	....	265	22	287	....	....	114	47
Washtenaw	4	171	18	....	1	39	85	10	44	37	61	3	34	....	....	135	*90	353	....	....	*82	44
Wayne	4	196	14	3	....	54	62	14	28	12	85	1	106	1	....	177	....	1374	....	....	153	25
Wexford	4	221	....	....	....	22	44	....	12	....	23	2	....	5	....	114	32	146	....	....	15	22

* Estimated.

TABLE XIII.

Miscellaneous statistics as reported by the county commissioners of schools for the year ending June 30, 1903.

Counties.	Number of meetings of county teachers' associations.	Number of other teachers' meetings.	Number of days devoted to meetings of county board.	Amount allowed by board of supervisors for stationery, etc.	Total amount paid the members of the board other than the commissioner.	Salary of the commissioner.	Amount of institute fees collected.	Number of districts visited by the commissioner during the year.	Number of visits made by commissioner and assistant visitor during the year.	Number of districts in which the compulsory attendance law is enforced.
Totals	180	702	964	$11,531 36	$19,908 34	$71,825 00	$10,000 00	6,895	10,871	3,247
Alcona	2	1	13	*$65 00	$106 00	$300 00	....	32	*40	*32
Alger	1	....	12	100 00	96 00	300 00	$7 00	7	31	7
Allegan	4	12	18	200 00	366 84	1,200 00	226 00	184	214	*100
Alpena	....	....	35	175 00	280 00	550 00	30 00	54	63	28
Antrim	3	....	10	200 00	140 00	1,000 00	59 50	72	135	72
Arenac	1	....	21	75 00	172 00	350 00	47 00	39	70	5
Baraga	1	32	4	15 35	128 00	500 00	15 50	5	18	5
Barry	1	*40	12	176 71	288 00	1,200 00	145 00	140	167	16
Bay	3	40	10	300 00	284 00	1,200 00	158 50	14	137	55
Benzie	....	1	9	37 00	130 00	500 00	54 00	52	90	45
Berrien	1	16	8	200 00	320 00	1,200 00	206 00	143	200	143
Branch	3	1	4	90 00	246 50	1,200 00	163 50	122	150	*30
Calhoun	3	84	14	200 00	294 00	1,200 00	200 00	164	305	*80
Cass	2	....	4	129 50	402 50	1,000 00	128 50	110	115	110
Charlevoix	2	2	14	*125 00	*130 00	600 00	78 50	22	22	6
Cheboygan	2	....	13	155 14	268 00	750 00	59 50	64	102	....
Chippewa	....	....	......	400 00	....	800 00	149 00	80	86	....
Clare	1	1	12	*25 00	92 00	500 00	67 50	55	72	6
Clinton	4	....	4	200 00	256 00	1,200 00	90 50	129	180	....
Crawford	....	1	4	*20 00	28 00	200 00	15 50	16	30	*4
Delta	....	4	12	50 00	208 00	800 00	48 00	56	72	10
Dickinson	....	1	6	85 00	32 00	900 00	46 00	6	200	6
Eaton	2	....	12	200 00	206 00	1,200 00	186 00	16	300	16
Emmet	2	2	6	88 00	196 00	600 00	87 50	68	74	....
Genesee	2	3	16	92 41	400 00	1,200 00	235 00	140	145	*100
Gladwin	2	....	10	99 46	156 00	300 00	29 00	32	35	*10
Gogebic	....	20	6	*25 00	*24 00	450 00	26 00	5	27	1
Grand Traverse	1	*10	4	50 00	188 00	600 00	64 50	66	86	1
Gratiot	2	*150	12	*180 00	296 00	1,200 00	135 50	133	300	*100
Hillsdale	3	24	4	200 00	300 00	1,200 00	218 50	140	150	164
Houghton	....	1	3	80 00	180 00	800 00	273 00	27	38	6
Huron	8	....	3	200 00	224 00	1,100 00	146 50	114	120	12
Ingham	2	4	36	161 38	288 00	1,350 00	217 50	136	204	....
Ionia	4	4	28	200 00	280 00	1,200 00	137 50	141	220	2
Iosco	2	1	4	200 00	118 00	250 00	29 00	23	28	5
Iron	....	1	3	53 00	40 00	600 00	29 50	25	28	4
Isabella	2	....	4	164 72	238 00	1,000 00	100 00	93	107	30
Jackson	2	5	9	181 09	*400 00	1,200 00	227 00	155	218	....
Kalamazoo	2	40	6	200 00	394 00	1,200 00	281 50	135	238	....
Kalkaska	1	7	4	*190 00	*100 00	600 00	52 50	50	87	25
Kent	6	3	40	200 00	1,028 00	1,500 00	278 00	150	204	....

* Estimated.

TABLE XIII.—CONCLUDED.

Counties.	Number of meetings of county teachers' associations.	Number of other teachers' meetings.	Number of days devoted to meetings of county board.	Amount allowed by board of supervisors for stationery, etc.	Total amount paid the members of the board other than the commissioner.	Salary of the commissioner.	Amount of institute fees collected.	Number of districts visited by the commissioner during the year.	Number of visits made by commissioner and assistant visitor during the year.	Number of districts in which the compulsory attendance law is enforced.
Keweenaw	1	....	6	$22 94	$24 00	$125 00	$9 50	12	12	2
Lake	4	....	24	90 00	192 00	400 00	35 00	44	90	....
Lapeer	....	20	10	125 00	350 00	1,200 00	148 50	133	176	50
Leelanau	3	....	4	14 87	184 00	600 00	38 50	58	117	58
Lenawee	3	12	12	184 75	314 00	1,200 00	219 00	130	160	*165
Livingston	2	5	4	91 76	206 00	1,200 00	178 50	135	151	135
Luce	2	3	10	11 06	40 00	200 00	8 00	11	15	....
Mackinac	....	....	12	25 00	140 00	500 00	24 50	20	30	*3
Macomb	1	....	6	....	416 00	1,100 00	121 50	114	126	....
Manistee	2	1	2	200 00	144 00	600 00	81 00	60	157	*25
Marquette	1	8	8	245 60	90 00	1,500 00	138 00	20	200	5
Mason	....	16	14	79 03	233 50	600 00	99 00	64	125	64
Mecosta	8	....	18	200 00	324 00	1,000 00	169 00	106	287	106
Menominee	3	....	12	60 95	57 00	1,200 00	106 00	36	123	....
Midland	1	....	4	150 00	160 00	600 00	73 50	75	40	*40
Missaukee	3	2	11	54 00	84 00	600 00	34 50	56	62	....
Monroe	3	....	5	290 00	300 00	1,200 00	124 50	137	180	*75
Montcalm	2	4	12	200 00	360 00	1,200 00	146 50	139	208	*56
Montmorency	2	2	4	30 00	128 00	300 00	26 00	28	60	*5
Muskegon	5	4	48	105 30	332 00	1,200 00	180 00	98	144	42
Newaygo	4	6	12	105 63	295 00	1,000 00	94 50	108	125	....
Oakland	1	1	8	275 00	456 00	1,200 00	261 00	205	250	*205
Oceana	3	*24	15	*175 00	275 00	750 00	103 50	87	*185	87
Ogemaw	1	....	4	....	83 00	300 00	27 50	38	38	....
Ontonagon	3	1	20	20 25	156 00	400 00	38 00	41	55	*35
Osceola	....	2	3	200 00	226 00	1,000 00	115 50	92	132	92
Oscoda	....	....	9	50 00	72 00	200 00	15 00	20	20	3
Otsego	2	1	32	56 78	128 00	500 00	39 50	41	60	2
Ottawa	15	....	36	163 00	260 00	1,000 00	222 50	121	184	....
Presque Isle	1	1	12	200 00	96 00	500 00	20 00	45	88	4
Roscommon	....	....	12	10 00	296 00	200 00	13 50	2	4	....
Saginaw	6	*10	16	200 00	600 00	1,200 00	346 00	156	227	*125
St. Clair	2	....	4	200 00	353 00	1,500 00	202 50	153	225	*75
St. Joseph	1	2	4	185 68	230 00	1,200 00	155 00	123	251	....
Sanilac	2	3	16	200 00	772 00	1,300 00	222 50	150	186	152
Schoolcraft	....	2	4	*200 00	32 00	500 00	31 50	20	62	2
Shiawassee	2	2	4	200 00	300 00	1,200 00	87 50	118	118	....
Tuscola	1	50	4	180 00	244 00	1,200 00	138 50	143	156	3
Van Buren	1	7	12	171 50	352 00	1,200 00	162 50	151	203	126
Washtenaw	2	....	36	350 00	288 00	1,200 00	194 50	164	190	164
Wayne	6	2	20	219 50	720 00	2,000 00	703 00	153	360	30
Wexford	4	....	6	200 00	272 00	750 00	133 00	78	88	75

* Estimated.

TABLE XIV.

Condition of schools and schoolhouses, as reported by the county commissioners of schools, for the year ending June 30, 1903.

Counties.	Number of schools supplied with dictionaries.	Number of schools supplied with maps.	Number of schools supplied with globes.	Number of schoolhouses properly heated and ventilated.	Number of schools having uniform text-books in each branch.	Number of schools having a course of study adopted by the school board.	Number of schools properly classified.	Number of schools in which physiology, etc., is taught.	Number of districts that have adopted text-books in physiology.	Number of districts that have taught communicable diseases according to law.	Number of townships organized as township districts.	Number of graded schools in county.	Number of districts furnishing free text books.	Number of pupils in 8th grade exclusive of graded schools.	Number of 8th grade diplomas granted.
Totals.	6,768	6,526	5,883	3,119	6,298	3,156	6,138	7,224	6,748	6,305	183	801	857	11,239	3,585
Alcona	30	28	31	10	30	*10	25	32	*20	30	3	2	5	21	6
Alger	6	3	3	3	7	2	5	7	7	*7	7	2	7	12	1
Allegan	170	175	160	170	150	50	170	92	184	*70	....	13	9	250	123
Alpena	40	40	30	......	50	58	50	58	5	......	5	8	....	35	4
Antrim	70	72	70	*40	*65	*35	60	72	72	72	....	6	*20	*50	18
Arenac	38	36	34	35	38	7	34	40	35	40	....	4	8	24	15
Baraga	18	18	18	18	18	2	18	18	18	18	5	2	18	8	1
Barry	140	130	112	125	130	*100	130	143	143	143	....	7	2	*225	99
Bay	63	69	59	12	68	......	64	69	69	66	1	2	17	114	72
Benzie	40	40	35	40	52	50	52	52	52	40	....	7	4	50	9
Berrien	*130	*100	......	......	112	144	144	143	140	143	....	27	7	*600	75
Branch	80	60	50	20	80	4	80	100	127	75	....	5	1	70	9
Calhoun	160	150	140	*80	*150	*15	*150	*164	*164	*164	....	9	8	*190	84
Cass	109	97	94	80	87	100	110	110	110	110	....	111	....	235	44
Charlevoix	66	68	65	12	60	5	68	68	68	68	....	4	17	80	6
Cheboygan	62	65	51	50	59	10	63	64	60	......	3	6	32	50	26
Chippewa	62	68	56	40	37	12	16	92	92	92	8	5	35	*60	28
Clare	42	47	39	4	60	3	60	60	60	60	....	4	21	92	40
Clinton	129	112	92	129	*100	129	129	129	129	129	....	8	....	225	50
Crawford	16	26	16	26	26	1	16	26	*10	11	1	1	8	7	1
Delta	40	48	40	42	55	5	50	58	58	58	6	8	8	*25	7
Dickinson	20	25	20	13	6	6	6	6	6	6	6	....	6	20	1
Eaton	129	125	128	10	137	137	137	137	137	137	....	11	3	125	80
Emmet	62	55	34	9	72	8	......	......	72	......	....	6	12	....	14
Genesee	*150	*150	*135	*20	*150	*10	*150	*140	*100	*100	....	11	2	*150	187
Gladwin	32	25	25	36	30	3	30	36	*25	*25	2	3	3	*25	23
Gogebic	26	26	26	10	26	12	12	26	5	5	5	4	4	*20	15
G'd Traverse	66	60	60	25	66	6	15	66	66	66	1	7	15	*65	60
Gratiot	124	107	106	5	*120	*25	*125	133	133	133	....	9	3	*300	77
Hillsdale	150	145	110	*100	*130	*100	*140	164	140	164	....	18	....	140	71
Houghton	28	28	28	36	18	10	28	25	18	25	1	9	10	40	4
Huron	106	110	99	12	*100	*114	114	114	*100	*100	....	15	23	225	120
Ingham	130	102	91	4	90	10	10	136	136	136	....	10	....	*100	54
Ionia	126	128	130	130	100	......	95	141	141	140	....	10	2	....	21
Iosco	23	23	23	10	16	4	16	23	23	23	1	5	9	50	17
Iron	23	21	17	20	12	3	19	23	2	*18	33	5	5	*25	......
Isabella	89	80	94	*50	*65	*50	*55	*90	*85	*65	....	2	2	*180	64
Jackson	147	142	121	......	*140	......	*135	153	150	*140	....	8	....	185	66
Kalamazoo	120	120	100	16	75	125	125	135	135	100	....	11	4	215	101
Kalkaska	*48	*47	*48	*3	*47	*6	*30	*50	*3	*45	....	3	*30	*50	16

* Estimated.

TABLE XIV.—CONTINUED.

Counties.	Number of schools supplied with dictionaries.	Number of schools supplied with maps.	Number of schools supplied with globes.	Number of schoolhouses properly heated and ventilated.	Number of schools having uniform text-books in each branch.	Number of schools having a course of study adopted by the school board.	Number of schools properly classified.	Number of schools in which physiology, etc. is taught.	Number of districts that have adopted text-books in physiology.	Number of districts that have taught communicable diseases according to law.	Number of townships organized as township districts.	Number of graded schools in county.	Number of districts furnishing free text-books.	Number of pupils in 8th grade exclusive of graded schools.	Number of 8th grade diplomas granted.
Kent	200	199	187	103	164	10	200	206	206	206	....	14	9	263	116
Keweenaw	12	10	10	12	12	......	12	12	8	12	12	....	....	10	7
Lake	38	36	30	21	27	3	40	44	* 44	* 30	....	3	6	*50	22
Lapeer	*100	*100	* 80	* 60	120	80	108	134	134	80	....	12	1	138	76
Leelanau	58	49	37	......	55	7	50	58	58	58	....	3	7	29	24
Lenawee	185	180	175	110	190	*125	*185	*185	*185	*140	....	18	2	445	41
Livingston	93	91	74	79	135	101	92	135	*135	135	....	5	....	*86	69
Luce	11	11	10	4	11	11	9	9	4	* 5	4	9	11	4	4
Mackinac	* 35	* 40	* 10	* 20	* 30	3	......	* 40	......	2	10	4	6	....	6
Macomb	97	98	92	.....	100	114	......	114	114	114	....	13	1	*60	4
Manistee	49	52	44	58	* 50	8	58	60	50	58	....	8	8	90	43
Marquette	43	43	20	15	43	6	43	43	43	43	17	8	17	37	14
Mason	60	63	60	3	60	63	63	64	63	64	....	2	*25	77	32
Mecosta	104	100	88	2	100	10	75	106	106	106	....	7	21	87	83
Menominee	37	37	37	8	76	76	76	76	76	76	6	76	29	79	7
Midland	* 65	* 65	* 50	7	20	75	60	75	75	70	....	8	5	400	72
Missaukee	6	50	50	......	50	40	40	* 45	......	......	....	6	42	34	6
Monroe	128	130	111	*100	*120	* 50	128	*130	*125	*100	...	....	1	250	35
Montcalm	125	130	*106	* 60	125	*100	*100	139	*125	139	....	13	7	400	61
Montmorency	25	28	26	16	28	6	18	28	28	28	5	2	23	61	12
Muskegon	80	75	76	28	74	22	49	70	61	27	....	8	15	121	86
Newaygo	*110	*100	*100	*110	* 75	* 4	118	118	118	*100	....	4	*25	....	16
Oakland	205	185	175	*170	200	205	180	205	205	205	....	20	....	200	57
Oceana	86	69	83	4	85	8	87	* 87	87	87	....	4	7	*150	50
Ogemaw	36	39	30	......	......	39	39	39	39	......	1	2	5	30	7
Ontonagon	40	40	34	27	* 32	35	* 21	46	46	40	9	8	3	20	10
Osceola	90	81	87	2	92	92	92	92	92	92	....	6	25	90	57
Oscoda	18	15	15	20	6	......	12	20	......	20	2	....	4	10	......
Otsego	39	35	39	4	35	41	41	41	41	41	1	3	17	75	3
Ottawa	118	117	115	91	120	91	109	117	35	121	....	27	18	515	115
Presque Isle	40	45	39	38	37	3	45	45	45	45	1	8	10	100	6
Roscommon	8	* 7	* 7	......	9	1	8	12	12	12	....	1	3	4	.....
Saginaw	150	145	147	......	150	4	156	154	156	156	....	7	40	*240	137
St. Clair	145	130	131	*100	125	* 25	153	153	*150	*150	....	8	9	*180	36
St. Joseph	123	123	92	* 60	* 80	......	* 95	123	......	123	....	10	2	397	44
Sanilac	*140	*130	*130	10	140	6	* 80	152	152	152	....	27	4	*600	84
Schoolcraft	20	20	20	12	20	20	20	20	8	* 8	7	2	10	11	6
Shiawassee	86	95	71	13	118	7	118	122	122	......	....	7	....	227	63
Tuscola	120	103	125	* 40	139	149	* 90	146	149	149	....	12	6	*300	63
Van Buren	150	141	143	124	72	17	116	153	153	*153	....	17	2	173	93
Washtenaw	152	122	125	45	108	......	150	167	167	*100	....	7	*12	183	114
Wayne	145	145	131	40	153	50	180	153	153	*153	....	18	11	*220	101
Wexford	77	78	78	78	78	78	78	78	78	78	....	5	48	155	54

*Estimated.

TABLE XV.

Showing the extent to which physiology was taught in the schools of the State during the year ending September 7, 1903, as compiled from director's reports.

Counties.	Number of districts in county.	Number of districts reporting physiology taught.	Number of districts reporting physiology not taught.	Number of districts not reporting.
Totals	7,228	6,266	283	679
Alcona	33	26	2	5
Alger	7	7	....	....
Allegan	184	161	5	18
Alpena	18	15	2	1
Antrim	72	65	4	3
Arenac	40	30	....	10
Baraga	4	4	....	....
Barry	144	124	5	15
Bay	69	59	4	6
Benzie	52	50	....	2
Berrien	146	124	2	20
Branch	128	124	3	1
Calhoun	164	126	6	32
Cass	112	110	2	....
Charlevoix	68	60	3	5
Cheboygan	57	56	1	....
Chippewa	51	47	2	2
Clare	59	48	4	7
Clinton	129	112	6	11
Crawford	24	16	2	6
Delta	31	29	2	....
Dickinson	8	6	2	....
Eaton	146	130	9	7
Emmet	73	66	3	4
Genesee	160	137	7	16
Gladwin	40	34	1	5
Gogebic	7	7	....	....
Grand Traverse	66	52	2	12
Gratiot	133	121	4	8
Hillsdale	163	139	6	18
Houghton	32	27	....	5
Huron	115	104	4	7
Ingham	137	113	5	19
Ionia	143	117	6	20
Iosco	28	22	3	3
Iron	8	8	....	....
Isabella	104	91	2	11
Jackson	156	130	12	14
Kalamazoo	138	110	4	24
Kalkaska	50	41	2	7
Kent	207	189	6	12
Keweenaw	5	3	1	1
Lake	43	33	4	6
Lapeer	135	112	11	12
Leelanau	58	50	2	6
Lenawee	196	181	9	6
Livingston	134	95	15	24
Luce	4	3	....	1
Mackinac	16	14	....	2
Macomb	114	101	4	9
Manistee	62	58	1	3
Marquette	20	20	....	....
Mason	63	57	....	6
Mecosta	106	95	1	10
Menominee	40	34	....	6
Midland	77	60	3	14
Missaukee	57	47	1	9
Monroe	138	95	18	25
Montcalm	141	113	5	23
Montmorency	8	7	....	1
Muskegon	91	66	5	20
Newaygo	117	106	4	7
Oakland	207	203	....	4
Oceana	89	81	3	5
Ogemaw	43	36	2	5
Ontonagon	9	7	1	1
Osceola	94	86	2	6
Oscoda	15	11	1	3
Otsego	36	35	....	1
Ottawa	123	114	4	5
Presque Isle	36	33	1	2
Roscommon	16	14	1	1
Saginaw	160	146	2	12
St. Clair	154	126	3	25
St. Joseph	123	108	2	13
Sanilac	153	136	5	12
Schoolcraft	9	8	1	....
Shiawassee	124	119	5	....
Tuscola	149	134	3	12
Van Buren	153	142	10	1
Washtenaw	167	131	10	26
Wayne	155	136	7	12
Wexford	82	73	3	6

TABLE XVI.

Graded school statistics compiled from inspectors'

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Totals............	....	423,440	293,611	105,657	79	$18,374,769	$2,743,576 34	969	6,300
Acme..........	G'd Traverse.	122	95	180	46	$1,000	....	......	2
Ada..................	Kent....... ..	114	105	180	69	1,000	....	1	2
Addison.............	Lenawee.....	173	136	178	98	1,000	$512 86	2	3
Adrian...............	Lenawee.....	2,693	2,000	195	86	150,000	....	4	41
Alabaster............	Iosco.........	150	113	180	71	2,300	....	......	1
Alanson.............	Emmet.......	173	142	180	75	4,000	....	1	3
Alba..................	Antrim.......	183	158	180	85	6,000	1,100 00	2	3
Albert Tp............	Montmoren'y	300	257	200	90	6,000	....	1	7
Albion...............	Calhoun......	1,396	1,068	190	94	65,000	2,000 00	4	24
Algonac.............	St. Clair......	485	376	170	65	12,000	3,000 00	1	7
Allegan..............	Allegan......	702	642	190	95	50,000	8,000 00	4	17
Alma	Gratiot.......	641	668	200	95	23,000	3,500 00	1	13
Almont..............	Lapeer.......	237	222	196	86	13,500	....	2	6
Alpena..............	Alpena.......	4,291	2,069	190	95	90,100	....	3	41
Ann Arbor...........	Washtenaw..	3,306	2,199	190	96	300,000	46,000 00	9	64
Applegate...........	Sanilac.......	82	56	200	56	1,500	....	......	1
Arcadia	Manistee.....	177	100	180	44	2,000	....	1	1
Armada..............	Macomb......	242	173	180	79	12,000	2,200 00	1	5
Ashley	Gratiot.......	202	184	180	67	2,500	....	1	2
Athens..............	Calhoun......	180	163	180	94	3,500	....	1	3
Atlantic Mine........	Houghton....	1,740	1,250	200	92	32,000	....	5	19
Attica...............	Lapeer.......	116	97	200	68	1,200	....	1	1
Augusta..............	Kalamazoo...	163	152	180	89	6,000	....	1	4
Au Sable.............	Iosco.........	556	444	180	78	7,000	....	2	7
Bad Axe.............	Huron........	501	457	198	71	20,000	6,000 00	1	10
Bainbridge...........	Berrien.......	122	87	140	74	2,000	....	1	1
Baldwin..............	Lake..........	160	117	200	70	1,200	1,345 42	1	2
Bancroft.............	Shiawassee..	142	151	200	97	6,000	....	2	3
Bangor..............	Van Buren...	373	340	190	87	22,000	15,000 00	2	6
Baraga..............	Baraga......	826	522	200	90	15,000	....	2	10
Baroda..............	Berrien.......	167	147	160	64	5,000	650 00	1	2
Bath.................	Clinton.......	74	66	180	81	3,000	300 00	2	1
Battle Creek.........	Calhoun......	4,933	3,861	182	95	375,000	....	10	83
Bay City	Bay...........	9,430	4,546	189	98	350,000	....	8	119
Bay Port.............	Huron........	103	100	200	59	2,500	....	1	1
Bear Lake.	Manistee.....	172	110	160	86	2,000	....	1	4
Beaverton...........	Gladwin......	392	286	200	82	4,000	....	2	6
Belding..............	Ionia..........	785	521	196	94	16,000	2,500 00	1	16
Bellaire.............	Antrim.......	426	381	180	72	7,500	....	1	9
Belleville............	Wayne.......	128	102	200	87	....	....	1	2
Bellevue.............	Eaton........	218	187	190	92	6,000	....	1	6
Benton Harbor.......	Berrien.......	1,682	1,576	180	96	70,000	27,608 40	4	31
Benton Tp. 5 fr.......	Berrien.......	207	149	176	76	3,000	....	1	2
Benzonia.............	Benzie........	226	172	180	98	5,000	2,000 00	1	5
Berlamont...........	Van Buren...	102	81	180	54	2,500	....	1	1
Berlin................	Ottawa.......	139	95	180	80	2,000	....	1	2
Berlin Tp. 3 fr........	Ionia..........	78	57	180	62	500	....	1	......

TABLE XVI.

reports for the year ending September 7, 1903.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9,040.5	60,408.3	$725,450 44	$2,804,962 66	$80 24	$46 43	$3,531,385 29	$6,174,593 51	9,526	$90,711 88
....	17.2	....	$603 75	....	$35 00	$603 75	$687 58	......	....
9	18	$450 00	495 00	$50 00	27 50	945 00	1,161 85	11	$18 62
18	27	1,110 00	900 00	61 67	33 33	2,010 00	3,413 21	14	100 10
40	410	4,000 00	17,389 00	100 00	42 44	21,389 00	32,678 96	50	677 61
....	9	....	315 00	....	35 00	315 00	842 63	......	....
9	21	360 00	637 50	40 00	30 36	997 50	1,616 75	4	4 40
12	24	640 00	800 00	53 33	33 33	1,440 00	3,199 39	......	....
10	53	600 00	1,825 00	60 00	34 43	2,425 00	4,228 40	6	12 50
38	228	3,470 00	9,209 60	91 32	40 39	12,679 60	18,244 68	33	463 75
8.5	59.5	855 00	2,205 00	100 59	37 06	3,060 00	7,110 48	4	....
38	144	2,975 00	5,610 50	78 30	38 96	8,585 50	15,080 05	38	391 36
10	130	1,050 00	5,011 50	105 00	39 32	6,061 50	12,096 17	30	258 26
10	30	707 50	1,725 00	70 75	34 50	2,432 50	3,475 29	38	375 92
30	410	3,100 00	16,348 00	103 33	39 87	19,448 00	33,080 53	......	....
85.5	608	13,015 00	30,963 50	152 22	50 93	43,978 50	85,519 81	240	6,770 59
....	10	....	350 00	....	35 00	350 00	459 20	2	....
9	9	360 00	315 00	40 00	35 00	675 00	813 28	......	....
9	45	749 96	1,395 00	83 33	31 00	2,144 96	6,100 65	43	378 89
9	18	450 00	585 00	50 00	32 50	1,035 00	1,472 88	7	16 75
9	27	540 00	945 00	60 00	35 00	1,485 00	1,800 27	9	94 51
50	174	4,200 00	7,960 00	84 00	45 75	12,160 00	34,621 85	25	5 00
10	10	450 00	250 00	45 00	25 00	700 00	1,023 64	10	81 70
9	36	600 00	1,170 00	66 67	32 50	1,770 00	2,357 96	20	122 25
18	63	1,005 00	2,025 00	55 83	32 14	3,030 00	3,713 33	8	....
10	100	750 00	3,200 00	75 00	32 00	3,950 00	5,507 18	24	235 54
7	4	325 00	97 50	46 43	24 38	422 50	545 03	......	....
10	20	500 00	600 00	50 00	30 00	1,100 00	1.345 42	3	....
20	20	1,100 00	600 00	55 00	30 00	1,700 00	2,331 40	25	188 75
19	57	1,350 00	2,041 00	71 05	35 81	3,391 00	23,574 31	49	280 66
20	92	1,800 00	3,980 00	90 00	43 26	5,780 00	8,248 13	......	....
8	16	376 00	560 00	47 00	35 00	936 00	1,269 30	5	33 70
18	9	747 00	270 00	41 50	30 00	1,017 00	1.746 34	4	52 92
110	830	9,375 00	38,635 00	85 23	46 54	48,010 00	121.001 03	63	914 11
80	1,190	9,762 00	50,618 79	122 03	42 53	60,380 79	86,559 44	85	574 06
10	10	450 00	325 00	45 00	32 50	775 00	920 64	......	....
8	26	560 00	840 00	70 00	32 31	1,400 00	1,897 03	5	10 50
20	47 5	968 75	1,587 50	47 93	33 42	2,546 25	3,799 11	26	....
10	160	1,100 00	5,891 50	110 00	36 82	6,991 50	11,180 54	32	340 40
9	71	720 00	2,361 25	80 00	33 26	3,081 25	3,994 09	7	66 55
10	19	650 00	550 00	65 00	28 95	1,200 00	1,985 53	10	55 13
9.5	57	700 00	1,966 50	73 68	34 50	2,666 50	3.524 44	18	198 20
36	272	3,310 00	10,816 75	91 94	39 77	14,126 75	30,499 87	45	599 97
8	18	400 00	630 00	50 00	35 00	1,030 00	1,434 19	......	....
9	35.9	600 00	1,377 00	66 67	38 36	1.977 00	2,502 88	1	....
9	9	325 00	225 00	36 11	25 00	550 00	697 74	......	....
9	18	500 00	612 00	55 56	34 00	1,112 00	1.883 49	7	43 75
9	....	270 00	....	30 00	....	270 00	657 19	......	....

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Berrien Springs.......	Berrien.......	162	141	177	81	$5,000	....	1	5
Bessemer..............	Gogebic......	1,106	942	190	92	34,000	$3,000 00	1	26
Big Rapids	Mecosta......	1,346	1,006	200	96	40,000	....	1	24
Birmingham...........	Oakland......	370	305	200	76	22,000	8,300 00	1	7
Blissfield Tp., 1 fr.....	Lenawee.....	185	157	200	79	7,000	....	1	3
Blissfield Tp., 2 fr.....	Lenawee.....	217	195	200	85	5,000	....	1	7
Bloomingdale.........	Van Buren...	159	146	180	84	6,000	....	1	4
Boyne................	Charlevoix...	632	475	180	69	10,000	21,000 00	1	9
Boyne Falls...........	Charlevoix...	185	163	180	56	4,000	3,500 00	1	3
Breckenridge.........	Gratiot.......	177	158	180	73	3,500	2,500 00	1	3
Breedsville...........	Van Buren...	97	78	175	80	1,200	....	1	1
Bridgehampton Tp. 1.	Sanilac.......	77	57	180	52	600	....	1	......
Bridgehampton Tp. 2.	Sanilac.......	102	77	200	57	1,600	....	......	2
Bridgehampt'n Tp.5fr.	Sanilac.......	90	57	180	43	800	....	......	1
Bridgeman...........	Berrien.......	135	83	160	47	1,000	....	1	......
Bridgeport............	Saginaw......	133	82	180	85	5,000	....	1	2
Brighton.............	Livingston....	219	212	200	90	16,000	....	1	6
Britton...............	Lenawee.....	129	102	180	83	600	....	1	2
Bronson..............	Branch.......	312	272	190	80	15,000	7,000 00	1	6
Brooklyn.............	Jackson......	158	139	190	85	5,000	....	2	3
Brown City...........	Sanilac.......	212	184	191	81	8,000	6,000 00	1	3
Buchanan............	Berrien.......	420	365	190	95	23,500	....	2	13
Burden...............	Sanilac.......	190	96	200	50	1,000	....	1	......
Burlington	Calhoun......	98	90	180	90	1,300	....	1	2
Burnip's Corners......	Allegan......	106	78	180	78	2,000	....	1	1
Burr Oak.............	St. Joseph....	203	156	180	95	15,000	....	1	6
Burt Tp..............	Alger....	509	391	200	76	5,000	....	2	6
Byron................	Shiawassee..	151	119	183	93	7,000	1,505 32	1	2
Cadillac..............	Wexford.....	1,944	1,591	180	90	65,000	8,000 00	1	34
Cady	Macomb......	143	53	179	81	1,000	....	1	......
Caledonia............	Kent..........	179	144	200	90	6,000	....	1	3
Caledonia Tp. 3.......	Kent..........	62	52	180	65	2,000	....	1	......
Calumet..............	Houghton....	7,657	5,511	200	94	37,200	....	6	125
Calumet Tp. 2.........	Houghton....	1,174	891	200	80	23,277	....	1	19
Camden..............	Hillsdale.....	100	94	180	84	8,000	4,360 00	1	3
Cannon Tp. 2 fr.......	Kent..........	83	71	176	68	1,500	....	1	1
Capac................	St. Clair......	233	215	198	77	10,000	....	2	3
Carleton.............	Monroe.......	186	136	200	87	2,000	....	1	2
Caro.................	Tuscola......	639	516	200	90	30,000	....	2	12
Carrollton Tp. 1.......	Saginaw......	431	289	200	77	10,000	....	1	8
Carrollton Tp. 2.......	Saginaw......	268	116	200	50	3,600	900 00	1	2
Carson City...........	Montcalm....	318	249	190	96	12,000	8,000 00	1	10
Carsonville...........	Sanilac.......	224	108	200	81	3,000	1,500 00	1	2
Caseville.............	Huron........	282	156	200	81	5,000	....	1	2
Casnovia.............	Muskegon....	80	63	176	75	3,000	....	1	2
Cass City............	Tuscola......	428	340	200	89	7,000	....	2	7
Cassopolis...........	Cass.........	343	311	190	94	18,000	....	1	8
Cedar Springs........	Kent.........	249	244	190	80	20,000	....	1	6
Central Lake.........	Antrim.......	348	343	176	67	4,500	2,000 00	1	6
Centreville...........	St. Joseph...	172	168	180	82	15,000	352 07	2	5
Ceresco..............	Calhoun......	65	61	180	93	1,200	....	......	2
Champion Tp.........	Marquette....	614	493	200	89	12,000	2,000 00	1	11
Chandler Tp. 5 fr......	Huron........	193	140	175	40	1,000	500 00	......	2
Charlevoix...........	Charlevoix...	770	733	180	92	40,000	28,000 00	1	16
Charlotte............	Eaton........	849	824	195	95	45,000	....	2	21
Chase...............	Lake.........	116	83	180	58	1,500	....	1	1

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9	45	$800 00	$1,620 00	$88 89	$36 00	$2,420 00	$4,347 72	30	$259 67
9.5	247	1,000 00	12,743 50	105 26	51 59	13,743 50	23,725 96	3	....
10	240	1,400 00	10,322 00	140 00	43 01	11,722 00	17,795 81	15	222 47
10	70	1,000 00	2,650 00	100 00	37 86	3,650 00	8,436 68	62	869 06
10	30	650 00	780 00	65 00	26 00	1,430 00	1,871 08	10	71 50
10	40	800 00	1,225 00	80 00	30 62	2,025 00	2,674 96	25	177 95
9	35	504 00	1,095 00	56 00	31 29	1,599 00	2,271 57	24	226 85
9	81	800 00	2,867 50	88 89	35 40	3,667 50	5,324 62	9	37 50
9	27	450 00	990 00	50 00	36 67	1,440 00	1,636 00	......	....
9	26	405 00	771 67	45 00	29 68	1,176 67	1,623 67	23	103 75
9	9	360 00	297 00	40 00	33 00	657 00	738 47	......	....
9	....	351 00	....	39 00	....	351 00	432 08	2	....
....	19	....	420 00	....	22 10	420 00	1,047 97	3	....
....	9	....	270 00	....	30 00	270 00	344 74	3	....
8	....	280 00	....	35 00	....	280 00	398 78	......	....
3	15	120 00	510 00	40 00	34 00	630 00	866 18	4	12 00
10	50	800 00	1,500 00	80 00	30 00	2,300 00	3,505 72	16	96 15
9	18	450 00	540 00	50 00	30 00	990 00	1,174 11	5	46 43
9.5	57	712 50	1,805 00	75 00	31 67	2,517 50	4,059 91	17	134 23
19	28.5	1,300 00	1,150 00	68 42	40 35	2,450 00	3,413 76	30	208 00
10	30	650 00	800 00	65 00	26 67	1,450 00	2,362 57	29	146 79
19	104.5	1,472 50	3,977 50	77 50	38 06	5,450 00	7,710 20	43	245 85
10	....	350 00	....	35 00	....	350 00	564 97	......	....
9	18	380 00	480 00	42 22	26 67	860 00	1,121 66	11	1 00
9	9	450 00	315 00	50 00	35 00	765 00	876 44	13	114 60
9	54	540 00	1,665 00	60 00	30 83	2,205 00	2,911 37	21	306 30
20	50	1,300 00	2,500 00	65 00	50 00	3,800 00	5,121 24	......	....
9.2	18.3	550 00	650 00	59 46	35 62	1,200 00	1,945 66	30	201 95
9	306	2,000 00	14,629 84	222 22	47 81	16,629 84	22,155 94	4	30 50
9	....	405 00	....	45 00	....	405 00	469 21	5	....
10	30	600 00	970 00	60 00	32 33	1,570 00	2,087 64	40	323 95
9	....	378 00	....	42 00	....	378 00	582 87	5	22 50
60	1,250	7,300 00	67,240 32	121 67	53 79	74,540 32	118,090 73	37	1,300 04
10	179.5	700 00	10,286 15	70 00	57 30	10,986 15	33,055 93	3	....
9	27	465 00	810 00	51 67	30 00	1,275 00	2,357 77	22	145 00
9	9	377 50	288 00	41 94	32 00	665 50	971 39	14	58 87
20	30	950 00	900 00	47 50	30 00	1,850 00	2,455 46	27	311 92
10	20	550 00	550 00	55 00	27 50	1,100 00	1,529 28	17	106 30
20	110	1,600 00	4,195 00	80 00	38 14	5,795 00	9,258 45	46	460 95
10	50	700 00	1,361 25	70 00	27 22	2,061 25	3,243 54	......	....
10	18	600 00	610 00	60 00	35 56	1,240 00	2,416 25	......	....
9.5	58	800 00	2,110 85	84 21	36 39	2,910 85	4,976 54	24	284 07
10	20	500 00	500 00	50 00	25 00	1,000 00	2,820 56	4	....
10	20	700 00	600 00	70 00	30 00	1,300 00	1,708 50	9	....
9	18	500 00	585 00	55 56	32 50	1,085 00	1,257 26	15	126 50
11.7	58.3	896 00	2,067 00	76 25	35 48	2,963 00	4,391 69	39	349 23
9.5	76	850 00	3,016 25	89 47	39 69	3,866 25	7,420 27	21	226 57
9.5	57	800 00	2,227 50	84 21	39 08	3,027 50	4,260 13	34	377 14
9	54	750 00	2,025 00	83 33	37 50	2,775 00	4,406 87	4	20 37
18	34.1	960 00	1,263 00	53 33	37 04	2,223 00	3,482 29	15	152 00
....	18	....	468 00	....	26 00	468 00	555 91	1	....
10	100	1,300 00	5,142 50	130 00	51 42	6,442 50	9,618 69	......	....
....	17.8	....	541 00	....	30 48	541 00	785 36	......	....
9	141	1,000 00	5,412 50	111 11	38 39	6,412 50	13,303 31	20	226 50
20	210	2,200 00	9,497 50	110 00	45 22	11,697 50	16,010 79	65	798 16
9	9	358 13	273 90	39 79	30 43	632 03	773 94	2	1 00

TABLE XVI.—Continued.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Chauvin	Wayne	229	153	200	66	$8,000	$4,100 00	1	1
Cheboygan	Cheboygan	2,136	1,358	200	92	65,000	42,000 00	4	23
Chelsea	Washtenaw	438	377	200	87	15,000	....	1	12
Chesaning	Saginaw	329	229	197	93	15,000	....	1	7
Chickaming Tp. 3	Berrien	85	57	160	63	1,200	....	1	1
China Tp. 4	St. Clair	105	80	178	61	1,200	....	1	1
Clare	Clare	586	464	200	90	25,000	6,000 00	2	8
Clarkston	Oakland	162	134	200	90	4,000	....	3	3
Clayton	Lenawee	128	114	180	87	1,500	....	1	2
Climax	Kalamazoo	141	119	178	82	4,500	....	2	2
Clinton	Lenawee	251	216	180	93	6,000	160 65	1	7
Clio	Genesee	173	148	200	93	7,000	1,000 00	2	4
Coldwater	Branch	1,302	1,122	200	96	100,000	....	4	25
Coleman	Midland	381	388	200	76	13,000	....	2	6
Coloma	Berrien	232	220	174	76	7,500	2,545 00	1	4
Colon	St. Joseph	251	189	180	74	2,000	....	1	6
Columbiaville	Lapeer	163	132	196	85	16,000	....	1	4
Comstock	Kalamazoo	99	76	180	61	3,000	....	1	1
Concord	Jackson	144	103	150	94	7,000	....	2	3
Conklin	Ottawa	92	68	179	69	1,200	....	1	1
Constantine	St. Joseph	294	231	195	96	25,000	....	1	7
Coopersville	Ottawa	215	168	190	86	5,000	....	2	3
Copemish	Manistee	131	135	180	43	2,100	....	1	3
Coral	Montcalm	156	114	180	62	3,000	....	1	2
Corunna	Shiawassee	411	336	200	97	31,500	3,000 00	1	11
Covert	Van Buren	205	140	190	83	3,000	250 00	1	3
Croswell	Sanilac	416	367	200	80	6,000	....	1	6
Crystal	Montcalm	106	101	180	75	4,000	73 00	1	1
Crystal Falls	Iron	1,109	1,000	193	71	35,000	9,000 00	1	23
Custer	Mason	130	103	180	64	2,000	140 00	1	2
Dansville	Ingham	112	112	196	90	4,500	....	2	2
Davison	Genesee	217	194	194	94	10,000	1,000 00	2	4
Dearborn	Wayne	326	247	199	84	20,000	600 00	1	5
Decatur	Van Buren	358	285	190	86	15 000	....	1	7
Deckerville	Sanilac	170	125	200	75	9,500	5,560 44	1	2
Deerfield	Lenawee	191	191	180	74	8,000	....	1	4
Delray	Wayne	1,817	1,338	200	91	200,000	163,000 00	3	26
Detour Tp.	Chippewa	394	389	180	70	4,500	....	2	4
Detroit	Wayne	88,190	53,586	188	94	3,057,245	201,520 64	73	961
De Witt	Clinton	101	78	180	64	4,500	....	1	2
Dexter	Washtenaw	278	262	178	83	18,000	5,500 00	1	7
Dimondale	Eaton	104	83	180	78	2,500	....	1	2
Dorr	Allegan	122	99	179	59	1,800	....	1	1
Douglas	Allegan	172	109	180	72	4,500	....	1	2
Dowagiac	Cass	1,199	994	198	97	70,000	42,000 00	3	22
Downington	Sanilac	107	80	200	48	3,000	....	.....	1
Drenthe	Ottawa	102	78	180	70	3,000	....	1	1
Dryden	Lapeer	135	125	200	74	2,000	....	1	2
Dundee	Monroe	343	238	180	90	20,000	....	1	8
Durand	Shiawassee	507	466	200	96	20,000	5,300 00	2	10
East Jordan	Charlevoix	413	307	180	91	15,000	4,600 00	2	7
Eastlake	Manistee	751	459	200	72	6,500	....	1	6
East Tawas	Iosco	646	534	172	89	2,450	....	1	9
Eaton Rapids	Eaton	483	399	195	94	17,000	1,000 00	2	11
Eau Claire	Berrien	132	115	180	74	6,000	1,800 00	1	2
Ecorse Tp. 1	Wayne	374	284	220	70	14,000	1,755 00	1	4

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9.5	10	$700 00	$350 00	$73 68	$35 00	$1,050 00	$2,192 21	......	....
40	230	2,925 00	8,450 00	73 12	36 74	11,375 00	27,917 31	7	$100 50
10	120	1,000 00	4,140 00	100 00	34 50	5,140 00	6,964 02	38	435 99
10	70	900 00	2,389 00	90 00	34 13	3,289 00	6,868 69	40	195 49
8	8	280 00	240 00	35 00	30 00	520 00	845 12	......	....
9	9	369 00	216 00	41 00	24 00	585 00	717 36	1	....
20	80	1,150 00	2,550 00	57 50	31 87	3,700 00	5,426 79	13	106 53
9.8	30	618 75	950 00	63 46	31 67	1,568 75	1,965 57	14	150 57
9	18	600 00	495 00	66 67	27 50	1,095 00	1,395 22	21	98 75
18	18	712 50	630 00	39 58	35 00	1,342 50	1,859 37	10	61 20
9	54	900 00	1,890 50	100 00	35 01	2,790 50	3,634 03	21	202 31
20	40	1,150 00	1,420 50	57 50	35 51	2,570 50	4,227 79	25	385 05
40	250	3,550 00	9,650 00	88 75	38 60	13,200 00	19,416 37	46	525 16
20	60	1,050 00	2,150 00	52 50	35 83	3,200 00	3,896 79	8	42 25
9	36	540 00	1,035 00	60 00	28 75	1,575 00	3,094 72	17	187 50
9	50.8	600 00	1,795 49	66 67	35 38	2,395 49	3,506 42	11	118 80
10	40	600 00	1,120 00	60 00	28 00	1,720 00	2,546 55	26	166 25
9	9	405 00	247 50	45 00	27 50	652 50	949 63	1	1 00
15	22.5	1,005 00	997 50	67 00	44 33	2,002 50	2,635 72	17	106 64
9	9	360 00	225 00	40 00	25 00	585 00	729 86	4	....
10	70	850 00	2,650 00	85 00	37 86	3,500 00	4,531 15	26	270 25
19	28.5	932 50	997 50	49 08	35 00	1,930 00	2,339 03	25	199 79
9	18	450 00	585 00	50 00	32 50	1,035 00	1,379 36	......	....
9	18	450 00	540 00	50 00	30 00	990 00	1,232 60	5	19 00
10	94	1,100 00	3,660 00	110 00	38 93	4,760 00	10,177 35	31	234 00
9.5	28.5	500 00	969 00	52 63	34 00	1,469 00	2,972 04	13	57 25
10	60	750 00	2,070 00	75 00	34 50	2,820 00	4,277 69	10	106 00
9	9	427 50	270 00	47 50	30 00	697 50	1,143 81	16	53 50
10	229	1,550 00	11,686 00	155 00	51 03	13,236 00	19,756 07	5	....
9	18	405 00	630 00	45 00	35 00	1,035 00	1,215 92	2	5 00
20	20	925 00	600 00	46 25	30 00	1,525 00	2,082 58	22	98 00
20	40	900 00	1,200 00	45 00	30 00	2,100 00	2,798 38	33	354 70
10	50	700 00	1,800 00	70 00	36 00	2,500 00	3,618 15	6	45 50
9.5	66.5	1,000 00	2,414 00	105 26	36 30	3,414 00	4,627 93	35	313 75
10	19	550 00	484 00	55 00	25 47	1,034 00	2,984 78	1	8 75
9	36	600 00	1,071 00	66 67	29 75	1,671 00	2,101 63	22	151 87
30	255	2,850 00	10,307 50	95 00	40 42	13,157 50	85,258 66	5	24 00
17	37	810 00	1,335 00	47 65	36 08	2,145 00	2,611 12	5	....
730	9,510	93,120 00	646,647 85	127 56	68 00	739,767 85	1,195,139 14	87	....
9	18	450 00	540 00	50 00	30 00	990 00	1,227 21	2	....
9	63	810 00	1,990 00	90 00	31 59	2,800 00	4,095 27	21	300 10
9	18	450 00	585 00	50 00	32 50	1,035 00	1,315 24	27	148 25
9	9	360 00	225 00	40 00	25 00	585 00	656 82	......	....
9	18	540 00	630 00	60 00	35 00	1,170 00	1,614 40	4	19 45
30	220	2,800 00	8,820 00	93 33	40 09	11,620 00	22,150 28	60	621 29
....	10	....	405 00	....	40 50	405 00	578 84	2	....
9	9	405 00	261 00	45 00	29 00	666 00	978 00	......	....
10	20	625 00	575 00	62 50	28 75	1,200 00	1,596 20	20	155 12
9	72	765 00	2,330 00	85 00	32 36	3,095 00	4,025 36	24	245 85
20	100	1,250 00	3,230 00	62 50	32 30	4,480 00	7,811 68	16	84 39
18	63	1,160 00	2,312 13	64 44	36 70	3,472 13	4,610 24	12	83 50
10	60	700 00	2,550 00	70 00	42 50	3,250 00	5,112 33	......	....
9	81	700 00	3,195 00	77 78	39 44	3,895 00	5,120 82	5	....
19.5	106.8	1,650 00	4,125 00	84 61	38 73	5,775 00	8,608 08	60	667 96
9	18	450 00	585 00	50 00	32 50	1,035 00	1,465 90	15	73 00
11	44	605 00	1,540 00	55 00	35 00	2,145 00	3,498 98	......	....

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Ecorse Tp. 3	Wayne	276	203	200	66	$9,000		1	4
Edenville	Midland	129	125	180	47	1,500	$800 00		2
Edmore	Montcalm	287	252	190	95	6,500		1	5
Edwardsburg	Cass	109	93	180	94	3,000		2	2
Elk Rapids	Antrim	606	427	180	92	30,000	14,350 00	2	13
Elkton	Huron	301	257	200	60	9,000	5,900 00	1	4
Elk Tp. 4 fr.	Sanilac	99	68	140	35	1,000		1	1
Elm Hall	Gratiot	108	91	180	65	2,500		1	1
Elmira	Otsego	120	107	180	65	1,000		2	1
Elsie	Clinton	223	198	190	73	20,000	17,000 00	1	4
Empire	Leelanau	216	173	200	87	5,000	1,700 00	1	2
Erie	Monroe	177	145	180	57	4,000		1	2
Escanaba	Delta	3,240	2,342	200	79	115,000	78,100 00	3	47
Essexville	Bay	575	167	200	94	7,000		1	3
Estey	Gladwin	111	83	160	42	1,000			1
Evart	Osceola	465	434	200	77	12,000	500 00	2	13
Farmington	Oakland	194	141	195	82	500		1	3
Farwell	Clare	280	237	180	76	3,000		1	4
Fennville	Allegan	252	216	180	85	4,800		1	8
Fenton	Genesee	603	512	190	94	75,000		3	11
Ferrysburg	Ottawa	168	105	180	92	1,600		2	1
Fife Lake	G'd Traverse	165	141	180	77	3,000		1	3
Filer City	Manistee	321	180	200	62	4,000	366 66	1	2
Fillmore Tp. 1	Allegan	161	98	180	57	2,000		1	1
Fillmore Tp. 2	Allegan	168	132	180	45	2,600		1	1
Flat Rock	Wayne	173	136	197	79	12,000		1	5
Flint	Genesee	3,175	2,588	199	93	300,000	85,000 00	6	70
Flushing	Genesee	220	176	200	78	15,000	500 00	2	4
Ford River	Delta	263	179	190	65	3,500			3
Forest Grove	Ottawa	111	88	180	65	1,500		1	1
Forestville	Sanilac	112	68	180	55	1,200	51 45	1	1
Fostoria	Tuscola	122	94	200	68	3,600		2	2
Fowlerville	Livingston	274	200	200	85	10,000		1	7
Frankfort	Benzie	630	549	198	69	30,000	15,000 00	1	14
Fremont	Newaygo	432	310	200	89	10,000		1	9
Freeport	Barry	173	157	158	89	3,000		2	2
Frontier	Hillsdale	91	72	180	86	2,500		2	1
Fruitport	Muskegon	137	101	200	52	2,000		1	1
Gagetown	Tuscola	176	72	200	74	3,000		1	1
Gaines	Genesee	108	82	198	95	6,000		1	3
Galesburg	Kalamazoo	157	145	180	97	12,000		1	5
Galien	Berrien	175	141	176	87	5,000		1	5
Gaylord	Otsego	508	425	190	66	10,000	2,000 00	1	9
Girard	Branch	64	59	178	88	3,000		1	1
Gladstone	Delta	935	788	200	97	21,000		1	16
Gladwin	Gladwin	260	264	200	84	4,000		1	4
Gobleville	Van Buren	181	167	190	87	4,300		2	4
Goodrich	Genesee	77	55	197	86	2,000		1	1
Graafschap	Allegan	152	115	160	60	1,400			2
Grand Haven	Ottawa	1,614	1,191	200	97	75,000	30,000 00	2	28
Grand Junction	Van Buren	96	95	180	52	3,000		1	1
Grand Ledge 9 fr.	Eaton	239	192	200	92	10,000		1	7
Grand Ledge 11 fr.	Eaton	220	205	200	76	7,500		1	4
Grand Rapids	Kent	27,588	15,573	196	95	1,354,200	227,000 00	22	391
Grandville	Kent	222	163	200	91	10,000		1	3
Grass Lake	Jackson	197	191	200	94	10,000	700 00	1	6

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
10	40	$575 00	$1,400 00	$57 50	$35 00	$1,975 00	$2,612 75	......	....
....	18	....	612 00	....	34 00	612 00	803 93	12	$1 00
9.5	38	600 00	1,263 75	63 16	33 26	1,863 75	2,481 51	20	73 25
18	18	837 00	540 00	46 50	30 00	1,377 00	1,837 48	23	147 38
18	117	1,700 00	4,760 00	94 44	40 61	6,460 00	11,439 52	12	125 40
10	34.8	550 00	1,038 75	55 00	29 89	1,588 75	9,780 74	9	27 95
4	3	168 00	120 00	42 00	40 00	288 00	412 36	......	....
9	9	382 50	252 00	42 50	28 00	634 50	807 07	5	29 25
18	9	765 00	342 00	42 50	38 00	1,107 00	1,270 59	6	2 50
9.5	38	617 50	1,045 00	65 00	27 50	1,662 50	2,473 01	28	180 70
10	20	555 55	675 33	55 55	33 77	1,230 88	1,698 48	4	7 00
9	18	369 00	477 00	41 00	26 50	846 00	986 13	1	2 00
30	470	2,666 74	21,138 25	88 89	44 97	23,804 99	62,302 95	6	113 50
10	30	700 00	1,196 00	70 00	39 87	1,896 00	4,046 07	2	....
....	8	....	400 00	....	50 00	400 00	933 70	3	....
11	109.8	792 50	3,942 54	72 05	35 92	4,735 04	6,863 94	11	79 25
10	30	600 00	680 00	60 00	22 67	1,280 00	1,883 17	15	259 40
9	36	540 00	1,134 00	60 00	31 50	1,674 00	2,291 25	10	20 90
9	36	680 00	1,126 50	75 55	31 29	1,806 50	2,519 37	32	168 46
28.5	104.5	2,350 00	4,150 00	82 45	39 71	6,500 00	18,858 18	57	498 50
9	9	405 00	315 00	45 00	35 00	720 00	945 00	......	....
9	27	540 00	900 00	60 00	33 33	1,440 00	1,910 19	6	39 25
10	20	500 00	700 00	50 00	35 00	1,200 00	1,881 18	......	....
8.5	9	357 00	225 00	44 35	25 00	582 00	754 37	3	....
9	9	405 00	270 00	45 00	30 00	675 00	918 37	......	....
10	40	700 00	1,275 00	70 00	31 87	1,975 00	2,479 64	22	160 66
60	700	5,731 25	31,502 40	95 52	45 00	37,233 65	140,349 77	94	1,820 36
20	40	1,300 00	1,400 00	65 00	35 00	2,700 00	4,565 04	25	330 15
....	30	....	1,350 00	....	45 00	1,350 00	1,695 23	......	....
9	9	450 00	225 00	50 00	25 00	675 00	761 62	......	....
9	5	382 50	140 00	42 50	28 00	522 50	706 82	......	....
10	20	470 00	500 00	47 00	25 00	970 00	1,383 55	14	57 48
10	60	800 00	2,085 00	80 00	34 75	2,885 00	3,779 85	41	522 77
10	118.7	1,221 28	4,459 35	122 12	37 55	5,680 63	8,503 98	3	19 25
10	90	800 00	3,090 00	80 00	34 33	3,890 00	5,140 96	11	78 97
16	16	708 33	493 00	44 27	30 81	1,201 33	1,509 39	10	71 40
18	9	870 00	202 50	48 33	22 50	1,072 50	1,173 13	35	72 27
10	10	550 00	350 00	55 00	35 00	900 00	1,186 83	......	....
10	10	550 00	300 00	55 00	30 00	850 00	1,151 66	9	71 50
10	20	550 00	550 00	55 00	27 50	1,100 00	1,611 22	8	167 07
9	45	900 00	1,476 00	100 00	32 80	2,376 00	2,770 64	45	458 69
9	27	495 00	859 50	55 00	31 83	1,354 50	1,843 93	16	117 40
9.5	85.5	850 00	2,976 00	89 47	34 81	3,826 00	5,095 32	6	51 27
9	9	405 00	225 00	45 00	25 00	630 00	1,023 03	13	111 25
10	160	1,100 00	7,400 00	110 00	46 25	8,500 00	13,497 09	......	....
10	40	750 00	1,400 00	75 00	35 00	2,150 00	2,579 18	23	212 87
16.5	31	720 00	985 00	43 64	31 77	1,705 00	2,267 54	21	173 04
10	10	500 00	300 00	50 00	30 00	800 00	1,079 50	6	44 50
....	16	....	528 00	....	33 00	528 00	714 11	7	....
20	280	2,364 99	10,348 75	118 25	36 96	12,713 74	36,471 42	39	211 22
9	9	360 00	270 00	40 00	30 00	630 00	836 32	8	26 50
10	70	950 00	2,375 00	95 00	33 93	3,325 00	4,968 17	25	373 65
10	40	500 00	1,238 50	50 00	30 96	1,738 50	2,651 70	2	3 56
220	3,910	26,277 20	238,114 00	119 44	60 90	264,391 20	419,332 03	157	1,408 24
10	30	600 00	960 00	60 00	32 00	1,560 00	2,286 15	25	187 25
10	60	750 00	1,699 25	75 00	28 32	2,449 25	3,533 34	31	366 79

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed. Men.	Number of teachers employed. Women.
Gratton	Kent	89	80	180	54	$1,400	......	1	2
Grayling	Crawford	441	399	200	81	10,000	......	1	8
Greenville	Montcalm	892	989	200	85	30,000	......	3	18
Grindstone City	Huron	226	160	200	46	1,200	......	1	2
Grosse Isle	Wayne	251	102	200	67	9,000	......	1	3
Grosse Pointe Tp. 1	Wayne	234	78	195	53	12,000	$13,000 00	2	......
Half Way	Macomb	182	68	200	50	3,000	......	1	1
Hamilton	Allegan	102	79	180	75	1,500	......	1	1
Hancock	Houghton	1,730	1,029	195	97	100,000	15,000 00	3	21
Hanover	Jackson	115	83	195	98	4,000	......	1	3
Harbor Beach	Huron	403	325	194	73	25,000	15,000 00	1	7
Harbor Springs	Emmet	381	402	180	83	6,000	......	1	9
Harrietta	Wexford	161	94	180	71	2,000	......	1	2
Harrison	Clare	182	174	180	86	5,000	230 00	1	3
Harrisville	Alcona	229	195	180	62	5,000	......	1	3
Hart	Oceana	449	347	180	82	25,000	5,000 00	1	13
Hartford	Van Buren	354	315	180	90	8,000	8,000 00	1	6
Hastings	Barry	731	598	195	97	70,000	......	3	16
Hersey	Osceola	116	111	198	82	3,500	......	1	3
Hesperia	Newaygo	225	191	180	80	8,000	45 00	2	4
Highland Park	Wayne	175	123	200	82	12,000	6,000 00	1	13
Hillsdale	Hillsdale	1,141	915	190	96	65,000	9,200 00	3	33
Holland	Ottawa	2,519	1,855	195	96	100,000	22,000 00	3	36
Holland Tp. 3	Ottawa	149	111	200	65	1,400	......	2	1
Holland Tp. 4	Ottawa	133	75	200	76	1,200	......	......	1
Holland Tp. 6	Ottawa	134	83	180	61	1,000	......	......	
Holland Tp. 9	Ottawa	132	107	197	68	2,200	......	1	1
Holland Tp. 11 fr.	Ottawa	100	87	200	64	900	......	1	......
Holly	Oakland	457	350	200	86	15,300	......	1	7
Holt	Ingham	128	106	200	75	2,500	......	1	2
Holton	Muskegon	107	83	180	67	2,000	......	......	2
Homer	Calhoun	260	259	185	89	20,000	......	2	8
Hopkins Station	Allegan	137	99	180	93	1,500	......	1	2
Horton	Jackson	81	73	190	75	4,000	......	1	2
Houghton	Houghton	1,683	1,226	200	96	125,000	40,000 00	6	29
Howard City	Montcalm	439	382	190	92	5,000	......	2	8
Howell	Livingston	553	514	200	87	35,000	......	2	18
Hubbardston	Ionia	151	84	178	94	4,500	......	1	2
Hudson	Lenawee	559	508	190	95	24,600	......	1	15
Hudsonville	Ottawa	140	119	180	60	2,000	......	1	1
Hume Tp. 1	Huron	79	79	162	40	800	......	1	......
Imlay City	Lapeer	365	356	180	90	10,000	......	1	8
Ionia	Ionia	1,490	1,144	200	96	65,000	......	2	28
Iron Mountain	Dickinson	3,173	2,554	190	94	150,000	40,000 00	5	50
Iron River	Iron	543	333	196	81	9,200	......	1	9
Ironwood	Gogebic	3,320	2,431	200	87	150,000	35,000 00	4	54
Ishpeming	Marquette	4,046	2,596	190	91	200,000	60,500 00	4	61
Ithaca	Gratiot	562	552	190	93	25,000	6,000 00	1	12
Jackson	Jackson	5,717	3,747	196	94	150,000	17,500 00	7	85
Jamestown	Ottawa	162	150	180	48	2,000	......	1	1
Jasper	Lenawee	87	70	180	71	2,500	......	1	1
Jerome	Hillsdale	91	72	180	81	1,000	......	1	2
Jonesville	Hillsdale	325	275	200	91	30,000	......	1	8
Kalamazoo	Kalamazoo	6,715	4,927	189	95	515,000	......	7	109
Kalkaska	Kalkaska	365	348	180	67	9,000	7,000 00	1	7

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9	9	$410 87	$225 00	$45 65	$25 00	$635 87	$919 78	4	$15 75
10	80	800 00	3,000 00	80 00	37 50	3,800 00	4,929 06	......	....
30	180	2,300 00	7,185 00	76 67	39 92	9,485 00	15,624 67	50	853 35
10	20	570 00	650 00	57 00	32 50	1,220 00	1,567 60	1	....
10	30	600 00	1,250 00	60 00	41 67	1,850 00	2,663 22	......	....
13	....	655 00	....	50 39	....	655 00	8,696 59	......	....
10	6	450 00	180 00	45 00	30 00	630 00	748 14	3	7 50
9	9	405 00	225 00	45 00	25 00	630 00	807 80	3	3 00
30	205	3,350 00	10,053 37	111 67	49 04	13,403 37	24,984 17	49	823 25
10	30	700 00	900 00	70 00	30 00	1,600 00	2,141 22	44	443 75
10	70	1,000 00	2,450 00	100 00	35 00	3,450 00	5,682 34	7	73 41
9	81	850 00	3,195 00	94 44	39 44	4,045 00	5,221 77	10	51 00
9	18	450 00	630 00	50 00	35 00	1,080 00	1,493 43	6	....
9	27	525 00	738 00	58 33	27 33	1,263 00	1,830 25	5	15 00
9	27	500 00	936 00	55 56	34 67	1,436 00	1,744 81	1	....
9	89.2	850 00	3,038 50	94 44	34 06	3.888 50	5,824 33	44	271 15
9	54	850 00	2,007 00	94 44	37 17	2,857 00	3,557 26	39	379 76
30	160	2,450 00	6,038 00	81 67	37 74	8.488 00	12,267 05	36	414 50
10	30	650 00	950 00	65 00	31 67	1,600 00	2,526 33	12	95 13
11	33	639 25	1,020 00	58 11	30 91	1,659 25	2,239 04	21	131 38
10	30	1,050 00	1.450 00	105 00	48 33	2,500 00	4,774 15	10	100 71
28.5	201	2,411 00	8,252 10	84 60	41 05	10,663 10	20,149 49	65	902 46
30	360	2,875 00	13,187 10	95 83	36 63	16,062 10	24,932 22	49	155 70
10	10	472 75	300 00	47 27	30 00	772 75	1,060 54	......	....
....	10	....	380 00	....	38 00	380 00	532 04	......	....
....	18	....	495 00	....	27 50	495 00	817 78	3	3 15
10	10	394 00	240 00	39 40	24 00	634 00	1,186 37	......	....
10	....	437 50	....	43 75	....	437 50	566 68	......	....
10	70	1,000 00	2,530 00	100 00	36 14	3,530 00	4,430 04	30	261 37
10	20	400 00	500 00	40 00	25 00	900 00	1,079 61	4	11 50
....	18	....	540 00	....	30 00	540 00	673 48	......	....
20	70	1,065 00	2,240 00	53 25	32 00	3,305 00	4,834 07	35	385 02
9	18	500 00	540 00	55 56	30 00	1,040 00	1,449 43	22	148 42
9.5	19	550 00	589 00	57 90	31 00	1,139 00	1,390 32	17	128 75
60	264	6,200 00	13,442 50	103 33	50 92	19,642 50	36,006 29	15	654 50
19	76	915 50	2,672 50	48 18	35 16	3,588 00	4,797 60	21	102 96
20	150	1.700 00	5,070 00	85 00	33 80	6,770 00	10,634 49	85	1,139 18
9	18	585 00	540 00	65 00	30 00	1,125 00	1.665 48	15	107 50
9.5	142.5	1,250 00	5,348 50	131 58	37 53	6,598 50	9,332 91	58	631 52
9	9	450 00	270 00	50 00	30 00	720 00	969 68	6	....
8.2	....	319 00	....	38 90	....	319 00	454 23	......	....
10	80	900 00	2,800 00	90 00	35 00	3,700 00	5,060 09	17	217 22
20	280	2,025 00	12.038 07	101 25	42 99	14,063 07	19,408 90	101	1,041 59
47.5	475	4,992 50	25,625 60	105 10	53 95	30,618 10	58,989 12	2	22 50
9.5	86	815 00	3,890 00	85 79	45 23	4,705 00	7,682 45	8	32 70
40	540	4,700 00	24,580 88	117 50	45 48	29,280 88	45,976 05	......	....
38	579 5	5,450 00	36,037 26	143 42	62 19	41,487 26	62,241 10	.....	....
9.5	114	1,100 00	4,250 00	115 79	37 28	5,350 00	8,043 63	41	320 00
70	850	8,869 14	42,615 43	126 70	50 13	51,484 57	80,134 54	32	537 95
9	9	450 00	270 00	50 00	30 00	720 00	980 93	3	....
9	9	405 00	270 00	45 00	30 00	675 00	800 33	.....	....
9	9	315 00	205 00	35 00	22 78	520 00	798 38	7	....
10	69.5	950 00	2,754 00	95 00	39 63	3,704 00	5,769 14	50	329 45
70	1,090	8,291 80	48,634 17	118 45	44 62	56,925 97	133,164 08	48	793 22
9	63	750 00	2,360 00	83 33	37 46	3,110 00	4,965 93	12	127 00

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Kendall	Van Buren	74	64	180	42	$1,200	....	1	2
Kilmanagh	Huron	206	145	180	62	2,000	....	1	1
Kingsley	G'd Traverse.	182	172	180	81	4,000	$200 00	1	3
Kingston	Tuscola	160	140	200	88	1,200	....	1	1
Kochville Tp. 6.	Saginaw	113	63	180	81	1,500	....	......	2
Kraft	Wayne	512	269	200	81	20,000	15,000 00	1	7
Lacota	Van Buren	114	86	180	60	2,000	....	1	1
Laingsburg	Shiawassee	167	110	200	86	5,000	....	1	4
Lake Ann	Benzie	87	84	180	54	3,500	....	......	2
Lake City	Missaukee.	225	199	180	89	4,500	....	......	6
Lake Linden	Houghton	1,866	1,108	193	84	43,000	....	1	30
Lake Odessa	Ionia	347	332	178	90	11,000	2,500 00	2	8
Lakeview	Montcalm	329	307	190	78	3,000	....	3	6
Lansing	Ingham	4,540	3,221	190	93	167,000	10,000 00	5	82
Lapeer	Lapeer	667	520	200	91	26,000	....	1	19
Lawrence	Van Buren	201	156	180	90	8,000	....	1	5
Lawton	Van Buren	232	171	190	92	9,000	209 01	1	5
Leitch	Sanilac	90	61	200	59	1,000	....	1	......
Leland	Leelanau	82	87	160	76	2,000	....	1	1
Lenox	Macomb	173	110	180	46	1,300	....	1	1
Leonard	Oakland	129	104	190	67	4,000	500 00	1	2
LeRoy	Osceola	187	167	175	70	3,000	....	1	3
Leslie	Ingham	280	211	200	86	10,000	200 00	1	5
Lexington	Sanilac	188	148	200	89	10,000	....	1	4
Linden	Genesee	179	150	200	56	4,000	....	1	3
Lisbon	Ottawa	110	78	180	77	1,500	....	1	3
Litchfield	Hillsdale	166	126	180	83	10,000	....	1	6
Lowell	Kent	648	451	200	97	18,000	1,000 00	1	16
Lucas	Missaukee	141	110	177	55	1,100	....	1	2
Ludington	Mason	2,517	1,865	186	96	1,000,000	10,000 00	3	43
Luther	Lake	278	262	190	75	4,500	....	1	5
Lyons	Ionia	172	168	180	80	5,000	....	1	4
McBain	Missaukee	229	175	200	94	5,000	....	1	7
McBrides	Montcalm	168	131	189	69	2,500	....	1	2
McMillan Tp	Luce	454	477	200	91	12,000	....	3	10
McMillan Tp	Ontonagon	204	190	169	67	8,000	....	1	8
Mackinac Island	Mackinac	216	155	180	78	10,000	....	1	3
Mackinaw City	Cheboygan	234	150	180	80	6,000	....	1	3
Mancelona	Antrim	540	498	180	70	14,000	4,000 00	2	10
Manchester	Washtenaw	351	297	200	95	20,000	....	1	7
Manistee	Manistee	4,546	2,502	200	95	132,000	18,000 00	5	71
Manistique	Schoolcraft	1,396	1,281	200	93	76,000	20,000 00	2	25
Manton	Wexford	313	302	176	76	10,000	1,000 00	3	6
Maple Rapids	Clinton	170	140	200	72	3,000	....	1	3
Mapleridge	Arenac	116	74	180	64	1,200	500 00	1	1
Marcellus	Cass	254	229	178	94	16,000	....	2	6
Marine City	St. Clair	1,235	716	200	90	60,000	29,000 00	2	13
Marion	Osceola	252	233	180	76	3,000	500 00	1	4
Marion Tp. 4 fr.	Sanilac	113	84	200	44	1,500	....	1	......
Marlette	Sanilac	359	275	200	87	15,000	9,000 00	2	9
Marquette	Marquette	3,291	1,947	200	80	276,000	90,000 00	6	42
Marshall	Calhoun	1,024	773	197	97	125,000	21,000 00	3	23
Martin	Allegan	138	120	160	83	5,000	....	1	6
Marysville	St. Clair	126	87	180	60	1,800	....	1	1
Mason	Ingham	406	344	200	94	15,000	25,000 00	1	11
Mattawan	Van Buren	116	78	180	32	7,000	1,400 00	1	2
Mayville	Tuscola	249	191	200	94	10,000	5,700 00	1	4

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9	9	$360 00	$270 00	$40 00	$30 00	$630 00	$691 67	8	$50 00
9	7.5	405 00	197 60	45 00	26 35	602 60	846 53	1	....
9	26.5	495 00	680 60	55 00	25 68	1,175 60	1,729 63	4	31 00
10	10	475 00	250 00	47 50	25 00	725 00	934 90	5	22 00
....	18	....	558 00	....	31 00	558 00	832 30	......	....
10	59	790 00	2,215 00	79 00	37 54	3,005 00	6,916 99	11	99 00
9	9	360 00	234 00	40 00	26 00	594 00	725 78	......	....
10	40	600 00	1,300 00	60 00	32 50	1,900 00	2,327 60	33	293 19
....	18	....	675 00	....	37 50	675 00	861 82	6	9 25
....	54	....	1,935 00	....	35 83	1,935 00	2,804 96	11	....
10	300	1,800 00	15,460 35	180 00	51 53	17,260 35	27,512 71	8	123 00
19	66.5	1,180 00	2,101 50	62 10	31 60	3,281 50	5,000 61	50	349 95
27.5	57	1,515 00	1,435 00	55 09	25 18	2,950 00	3,797 34	44	392 24
47.5	779	4,825 00	35,285 38	101 58	45 30	40,110 38	63,159 61	60	833 31
10	190	1,050 00	6,705 00	105 00	35 29	7,755 00	12,216 00	43	678 30
9	45	800 00	1,512 00	88 89	33 60	2,312 00	3,456 30	42	426 16
9.5	47.5	600 00	1,434 50	63 16	30 20	2,034 50	3,608 17	15	149 94
10	....	400 00	....	40 00	....	400 00	490 23	2	....
8	8	360 00	240 00	45 00	30 00	600 00	777 53	.....	....
9	9	405 00	225 00	45 00	25 00	630 00	719 40	......	....
10	20	450 00	475 00	45 00	23 75	925 00	1,150 87	10	25 00
9	27	540 00	945 00	60 00	35 00	1,485 00	1,996 83	6	16 50
10	50	750 00	1,900 00	75 00	38 00	2,650 00	3,990 54	27	203 80
10	40	700 00	1,300 00	70 00	32 50	2,000 00	2,530 02	13	94 59
10	30	550 00	900 00	55 00	30 00	1,450 00	1,862 73	10	114 25
9	17.2	450 00	483 00	50 00	28 00	933 00	1,226 43	7	60 25
9	36	600 00	1,220 80	66 67	33 91	1,820 80	2,520 21	31	248 78
10	130	1,050 00	3,920 00	105 00	30 15	4,970 00	8,136 67	31	303 50
9	9	450 00	270 00	50 00	30 00	720 00	830 75	.....	....
28.5	408.5	2,951 00	17,253 50	103 54	42 23	20,204 50	31,433 38	36	399 50
9.5	40.5	600 00	1,301 25	63 16	32 13	1,901 25	2,636 84	6	26 60
9	36	575 00	1,172 00	63 89	32 55	1,747 00	2,478 25	18	104 50
9.5	36.5	522 50	1,231 75	55 00	33 75	1,754 25	3,268 74	......	....
9.5	19	600 00	570 00	63 16	30 00	1,170 00	1,554 82	30	107 00
27	92	2,280 00	4,450 00	84 44	48 37	6,730 00	15,491 74	8	....
9	72	750 00	3,645 00	83 33	50 62	4,395 00	8,430 62	6	....
8	24	680 00	1,182 50	85 00	49 27	1,862 50	2,876 18	3	....
9	27	630 00	900 00	70 00	33 33	1,530 00	1,976 30	......	....
18	89	1,080 00	3,250 00	60 00	36 52	4,330 00	6,297 71	32	43 89
10	70	1,000 00	2,300 00	100 00	32 86	3,300 00	4,603 96	30	381 96
50	710	5,325 11	30,671 82	106 50	43 20	35,996 93	49,738 50	63	666 41
20	243	2,000 00	11,382 14	100 00	46 84	13,382 14	23,476 39	18	283 07
17.2	49.8	917 50	1,651 25	53 19	33 19	2,568 75	6,401 18	27	218 32
10	30	600 00	900 00	60 00	30 00	1,500 00	2,063 49	6	30 70
9	9	360 00	200 00	40 00	22 22	560 00	779 41	3	2 00
12	50.2	820 00	1,875 00	68 33	37 31	2,695 00	4,033 76	43	347 95
20	130	1,580 00	5,020 00	79 00	38 62	6,600 00	14,097 35	20	83 25
9	36	550 00	1,107 00	61 11	30 75	1,657 00	2,468 91	5	41 00
10	....	390 00	....	39 00	....	390 00	520 49	1	....
20	70	1,300 00	2,150 00	65 00	30 71	3,450 00	4,984 48	30	278 13
60	420	6,550 00	21,188 13	109 17	50 45	27,738 13	69,559 70	......	....
30	230	2,700 00	8,746 50	90 00	38 03	11,446 50	17,261 65	61	929 30
9.5	28.5	665 00	1,052 49	70 00	36 93	1,717 49	2,034 53	23	182 28
9	9	360 00	225 00	40 00	25 00	585 00	803 33	......	....
10	108	1,000 00	3,951 50	100 00	36 59	4,951 50	7,848 06	45	377 90
7	11	284 00	332 00	40 57	30 18	616 00	987 59	......	....
10	40	600 00	1,300 00	60 00	32 50	1,900 00	2,979 94	10	98 50

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Mecosta	Mecosta	171	136	180	64	$2,500	....	1	2
Memphis	Macomb	217	172	196	71	5,000	....	1	4
Mendon	St. Joseph	244	180	180	81	12,000	....	3	7
Menominee	Menominee	4,259	2,607	189	93	156,000	$40,000 00	7	55
Mesick	Wexford	127	108	180	70	2,000	....	1	2
Metamora	Lapeer	100	93	200	73	3,500	....	1	2
Michigamme	Marquette	315	265	200	93	9,000	....	1	11
Middleton	Gratiot	138	118	180	66	2,500	....	1	1
Middleville	Barry	210	169	200	85	10,000	....	1	6
Midland	Midland	761	676	195	93	45,000	....	2	14
Milan	Washtenaw	299	241	180	83	20,000	12,500 00	2	7
Milford	Oakland	235	206	200	73	16,000	....	1	7
Millburg	Berrien	123	82	160	79	2,500	....	1	2
Millersburg	Presque Isle	220	185	200	55	5,000	2,000 00	2	2
Millington	Tuscola	213	211	196	76	6,500	....	1	3
Minden City	Sanilac	192	134	180	90	2,500	....	1	1
Monroe	Monroe	1,837	739	193	92	38,000	9,500 00	3	16
Montague	Muskegon	329	234	180	91	20,000	....	4	5
Morenci	Lenawee	289	257	180	88	11,500	....	1	6
Morley	Mecosta	142	99	180	86	4,300	....	1	2
Morrice	Shiawassee	151	130	190	77	5,000	....	1	4
Moscow	Hillsdale	73	54	176	90	1,000	....	1	1
Mt. Clemens	Macomb	2,196	1,181	200	94	90,000	30,000 00	4	26
Mt. Morris	Genesee	180	157	200	75	6,000	....	1	3
Mt. Pleasant	Isabella	1,032	833	200	93	29,300	11,000 00	4	19
Muir	Ionia	127	93	174	87	6,200	....	1	3
Mulliken	Eaton	125	97	175	92	4,000	250 00	2	5
Munising Tp.	Alger	733	592	200	66	12,200	2,300 00	2	14
Muskegon	Muskegon	7,220	6,669	200	93	575,000	32,500 00	6	101
Muskegon Heights	Muskegon	341	283	200	75	14,000	5,000 00	1	7
Napoleon	Jackson	92	71	190	91	5,000	....	1	3
Nashville	Barry	305	242	200	80	25,000	12,550 00	2	7
Negaunee	Marquette	2,293	1,344	200	95	60,000	25,700 00	3	31
Newaygo	Newaygo	478	404	180	93	6,400	....	1	7
New Baltimore	Macomb	236	111	200	84	20,000	....	1	4
New Boston	Wayne	109	99	180	74	2,000	....	1	2
New Buffalo	Berrien	189	156	180	90	4,000	....	1	3
New Haven	Macomb	170	146	180	66	1,200	....	1	2
New Holland	Ottawa	172	120	200	63	1,500	....	1	1
New Hudson	Oakland	59	28	180	86	2,000	....	1	1
New Troy	Berrien	193	135	150	55	3,000	....	1	3
Niles	Berrien	1,236	995	189	97	65,000	....	2	24
Noordeloos	Ottawa	98	70	180	69	1,500	500 00	......	2
North Adams	Hillsdale	122	84	190	80	10,000	....	1	3
North Branch	Lapeer	191	167	199	91	10,000	1,561 96	1	5
North Muskegon	Muskegon	165	113	180	76	8,000	3,000 00	1	1
Northport	Leelanau	264	251	170	70	5,000	....	2	3
North Star	Gratiot	112	102	180	55	2,000	....	1	1
Northville	Wayne	456	403	200	91	20,000	....	2	10
Norway	Dickinson	1,757	1,189	186	95	44,000	30,680 00	2	16
Nunica	Ottawa	114	99	179	81	2,500	....	......	2
Oakhill	Manistee	474	181	200	84	3,900	....	1	3
Oakley	Saginaw	103	89	180	60	1,400	....	1	1
Okemos	Ingham	123	111	180	95	3,000	....	1	2
Old Mission	G'd Traverse	87	80	157	67	3,000	225 00	1	1
Olivet	Eaton	206	181	190	87	9,000	....	1	6
Omer	Arenac	221	167	178	59	6,000	3,300 00	1	3

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9	18	$500 00	$549 00	$55 56	$30 50	$1,049 00	$1,231 43	6	$86 20
10	30	650 00	938 00	65 00	31 27	1,588 00	2,173 76	10	109 97
20.7	42.3	1,152 50	1,442 50	55 54	34 14	2,595 00	3,385 74	20	299 40
66.5	522.5	5,731 50	23,465 85	86 19	44 93	29,197 35	43,712 83	27	363 48
9	18	360 00	630 00	40 00	35 00	960 00	1,476 57	6	21 62
10	20	500 00	600 00	50 00	30 00	1,100 00	1,543 10	18	70 02
10	60.2	1,000 00	2,600 00	100 00	43 19	3,600 00	5,830 28	......	....
9	9	432 00	270 00	48 00	30 00	702 00	909 50	5	33 00
10	60	800 00	1,983 75	80 00	33 06	2,783 75	4,222 78	20	191 33
20	140	1,450 00	5,197 50	72 50	37 12	6,647 50	9,110 54	18	182 15
18	54	1,070 00	1,710 00	59 44	31 67	2,780 00	4,570 12	29	329 11
10	70	950 00	2,215 00	95 00	31 64	3,165 00	3,960 90	12	186 00
8	16	400 00	480 00	50 00	30 00	880 00	1,961 98	4	41 27
10	20	486 25	700 00	48 62	35 00	1,186 25	1,811 15	5	....
10	30	550 00	900 00	55 00	30 00	1,450 00	1,973 58	20	118 50
9	9	495 00	270 00	55 00	30 00	765 00	1,419 87	7	35 00
30	160	2,650 00	6,250 00	88 33	39 06	8,900 00	16,594 21	75	1,004 50
35	36.5	1,680 00	1,135 00	48 00	31 09	2,815 00	4,098 88	16	113 00
9	54	800 00	1,728 00	88 89	32 00	2,528 00	6,098 78	22	107 50
9	18	607 50	522 00	67 50	29 00	1,129 50	1,655 78	8	27 25
9.5	28.5	570 00	855 00	60 00	30 00	1,425 00	2,110 64	17	88 25
8.7	8.8	335 00	225 00	38 29	25 71	560 00	994 67	4	40 00
40	260	3,650 00	10,471 25	91 25	40 27	14,121 25	27,487 10	23	199 29
10	30	600 00	900 00	60 00	30 00	1,500 00	1,902 84	20	166 00
40	190	2,325 00	7,239 50	58 13	38 10	9,564 50	13,737 84	58	304 00
9	27	500 00	810 00	55 56	30 00	1,310 00	1,839 19	9	80 26
5.5	21.2	275 00	772 50	50 00	36 35	1,047 50	1,445 85	4	12 00
18	114	1,550 00	6,500 00	86 11	57 02	8,050 00	18,630 24	8	....
60	1,010	7,577 50	42,715 69	126 29	42 29	50,293 19	113,872 64	18	275 00
10	59	850 00	2,052 00	85 00	34 78	2,902 00	4,426 50	15	104 80
9.5	21.5	525 00	662 50	55 27	30 81	1,187 50	1,675 83	8	54 85
20	70	1,300 00	2,300 00	65 00	32 86	3,600 00	25,808 88	29	278 40
30	310	3,300 00	15,717 51	110 00	50 70	19,017 51	34,001 69	......	....
9	60	800 00	2,139 00	88 89	35 65	2,939 00	5,580 05	15	93 70
10	40	600 00	1,040 00	60 00	26 00	1,640 00	3,201 93	8	12 50
9	18	382 50	450 00	42 50	25 00	832 50	1,000 50	6	18 50
9	27	630 00	945 00	70 00	35 00	1,575 00	2,032 57	10	85 83
9	18	495 00	558 00	55 00	31 00	1,053 00	1,896 91	7	63 00
10	10	480 00	300 00	48 00	30 00	780 00	1,077 97	......	....
9	9	405 00	198 00	45 00	22 00	603 00	787 23	11	50 29
7.5	17	421 01	532 50	56 13	31 32	953 51	1,447 13	12	22 50
19	228	2,500 00	9,183 75	131 58	40 28	11,683 75	17,505 81	47	516 00
....	15	....	492 00	....	32 80	492 00	758 63	4	8 00
9.5	28.5	600 00	902 50	63 16	31 67	1,502 50	2,110 64	42	350 50
10	50	750 00	1,550 00	75 00	31 00	2,300 00	6,298 53	41	345 88
8	9	320 00	270 00	40 00	30 00	590 00	1,211 73	......	....
11.3	27	542 00	1,080 00	47 96	40 00	1,622 00	1,988 22	9	75 25
9	9	495 00	270 00	55 00	30 00	765 00	956 78	9	17 75
20	90	1,150 00	3,476 25	57 50	38 62	4,626 25	5,605 26	36	408 97
19	152	2,300 05	7,429 25	121 06	48 87	9,729 30	32,830 02	5	....
....	18	....	720 00	....	40 00	720 00	1,080 60	......	....
10	30	500 00	1,000 00	50 00	33 33	1,500 00	1,999 09	......	....
8.4	9	335 00	232 50	39 88	25 83	567 50	763 58	4	4 25
9	18	405 00	495 00	45 00	27 50	900 00	1,454 30	16	106 80
8	8	400 00	240 00	50 00	30 00	640 00	998 50	2	....
10	60	650 00	1,820 00	65 00	30 33	2,470 00	4,593 48	43	377 01
9	27	495 00	855 00	55 00	31 67	1,350 00	2,345 55	......	....

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Onaway	Presque Isle	680	494	200	59	$16,000	$13,765 00	3	8
Onekama	Manistee	173	122	180	76	1,500		1	3
Onondaga	Ingham	100	77	178	72	3,500	2,500 00	1	1
Ontonagon Tp	Ontonagon	476	454	200	80	28,000	7,300 00	1	16
Orion	Oakland	259	176	198	73	10,000		1	4
Ortonville	Oakland	106	86	195	86	2,000		1	2
Osceola Tp. 1	Houghton	2,155	1,402	200	89	1,400		3	32
Oscoda	Iosco	455	238	180	93	1,500		1	5
Osseo	Hillsdale	87	76	180	64	1,800		1	2
Otisco Tp. 1	Ionia	75	48	180	62	1,200		1	1
Otisville	Genesee	143	105	200	71	2,000		2	1
Otsego	Allegan	627	516	180	95	37,500	18,750 00	1	18
Otter Lake	Lapeer	101	48	180	85	1,100		1	1
Otto	Sanilac	94	74	180	44	975		1	
Overisel	Allegan	119	82	180	95	2,000		1	1
Ovid	Clinton	364	338	200	94	15,000		2	7
Owosso	Shiawassee	2,500	1,873	200	74	150,000	28,045 70	5	42
Oxford	Oakland	268	246	190	83	18,000		1	7
Palms	Sanilac	78	55	180	57	1,000		1	
Palmyra	Lenawee	102	91	177	79	2,000		1	1
Palo	Ionia	86	72	198	82	4,000		1	2
Paris Tp. 1	Kent	110	68	195	69	1,000			2
Parma	Jackson	161	132	197	90	10,000		3	3
Paw Paw	Van Buren	407	326	200	94	50,000		2	7
Pellston	Emmet	185	144	180	36	40,000	3,625 00	1	1
Pentwater	Oceana	342	318	176	96	10,000		1	8
Perry	Shiawassee	203	162	200	93	10,000	6,500 00	1	5
Petersburg	Monroe	198	166	180	75	8,000		1	4
Petoskey	Emmet	1,502	1,256	187	95	45,000	18,000 00	3	26
Pewamo	Ionia	150	121	180	85	8,000	4,250 00	1	2
Pickford	Chippewa	175	91	200	75	4,000	3,000 00	2	1
Pierson	Montcalm	114	87	179	96	2,000		1	1
Pigeon	Huron	297	211	200	52	5,500	1,125 00	1	3
Pinckney	Livingston	126	103	200	90	8,000		2	5
Pinconning	Bay	348	244	200	94	4,000	400 00	1	4
Pine Run	Genesee	69	39	175	64	1,000		1	3
Pinnebog	Huron	144	105	200	56	2,000		1	1
Pittsford	Hillsdale	132	101	190	76	4,000		2	2
Plainwell	Allegan	330	308	190	92	12,000		1	9
Plymouth	Wayne	477	396	195	92	20,000		1	10
Pontiac	Oakland	2,218	1,797	195	95	250,000	54,000 00	3	42
Port Austin	Huron	301	189	196	80	3,000		2	2
Port Hope	Huron	190	101	192	72	1,800		1	2
Port Huron	St. Clair	6,359	3,935	200	97	660,200		4	78
Portland	Ionia	462	461	190	64	16,000			16
Port Sanilac	Sanilac	128	111	180	69	2,000		2	1
Potterville	Eaton	159	153	180	65	2,500		1	3
Prescott	Ogemaw	133	115	180	50	1,000		1	1
Quincy	Branch	344	249	200	86	10,000		1	7
Ravenna	Muskegon	181	144	176	84	3,000		1	4
Reading	Hillsdale	235	210	182	99	8,500		1	6
Reed City	Osceola	684	604	190	76	26,000	1,500 00	1	13
Reese	Tuscola	185	129	200	74	1,600		1	1
Remus	Mecosta	131	105	200	80	3,500	800 00	1	2
Republic Tp	Marquette	804	646	200	90	17,000		2	10
Richland	Kalamazoo	103	84	188	94	4,500		2	2

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
21	72.5	$960 00	$2,345 00	$45 71	$32 34	$3,305 00	$13,452 67	3	$15 00
9	18	495 00	576 00	55 00	32 00	1,071 00	1,779 96	2	9 75
9	9	405 00	252 00	45 00	28 00	657 00	2,486 15	1	2 50
10	148.5	1,000 00	7,019 50	100 00	47 27	8,019 50	12,412 62	......	....
10	40	500 00	1,205 00	50 00	30 12	1,705 00	2,726 37	18	139 70
10	20	700 00	580 00	70 00	29 00	1,280 00	1,607 15	29	185 75
30	295.2	3,450 00	14,509 88	115 00	49 15	17,959 88	29,415 32	......	....
9	45	450 00	1,170 00	50 00	26 00	1,620 00	1,913 96	......	....
9	9	378 00	270 00	42 00	30 00	648 00	796 76	3	11 00
9	9	360 00	180 00	40 00	20 00	540 00	692 25	......	....
20	10	800 00	300 00	40 00	30 00	1,100 00	1,473 91	17	98 55
9	117	1,200 00	4,852 52	133 34	33 01	6,052 52	40,321 90	24	252 00
9	9	360 00	216 00	40 00	24 00	576 00	687 71	2	17 55
9	....	360 00	....	40 00	......	360 00	405 02	......	....
9	9	405 00	225 00	45 00	25 00	630 00	715 37	7	21 00
20	70	1,450 00	2,700 00	72 50	38 57	4,150 00	5,799 13	48	551 38
50	420	3,950 00	17,954 38	79 00	42 75	21,904 38	33,855 28	37	432 16
10	70	850 00	2,421 50	85 00	34 59	3,271 50	4,435 05	26	226 40
9	....	315 00	....	35 00	......	315 00	459 03	2	....
9	9	450 00	270 00	50 00	30 00	720 00	1,035 40	6	20 00
10	20	480 00	580 00	48 00	29 00	1,060 00	1,300 51	21	169 00
....	20	....	500 00	....	25 00	500 00	746 58	2	....
30	29.8	1,350 00	775 50	45 00	26 07	2,125 50	2,848 98	19	200 00
20	70	1,650 00	2,540 00	82 50	36 29	4,190 00	6,679 00	60	675 39
9	9	450 00	315 00	50 00	35 00	765 00	4,930 71	......	....
9	63	810 00	2,115 06	90 00	33 57	2,925 00	3,853 17	4	9 50
10	43	800 00	1,340 00	80 00	31 16	2,140 00	3,586 12	29	234 25
9	36	500 00	1,215 00	55 56	33 75	1,715 00	2,302 40	11	118 43
28.5	247	2,750 00	11,094 53	96 49	44 91	13,844 53	21,625 13	30	243 10
9	18	450 00	540 00	50 00	30 00	990 00	1,826 21	8	46 55
10	10	480 00	300 00	48 00	30 00	780 00	3,616 22	9	3 10
9	9	405 00	270 00	45 00	30 00	675 00	958 14	6	7 00
10	24	536 25	740 00	53 62	30 83	1,276 25	1,690 91	6	15 95
9.6	30	672 60	956 00	70 06	31 87	1,628 60	2,150 92	10	109 10
10	40	618 75	1,520 00	64 87	38 00	2,168 75	2,925 48	7	49 30
3	5.5	105 00	162 50	35 00	29 54	267 50	320 08	......	....
10	10	525 00	280 00	52 50	28 00	805 00	959 46	3	17 25
18.5	19	656 50	550 00	35 49	28 95	1,206 50	1,565 06	48	275 05
9.5	85.5	1,100 00	3,106 50	115 79	36 33	4,206 50	6,229 01	56	728 73
10	92	1,050 00	3,543 88	105 00	38 52	4,593 88	6,483 89	38	458 85
30	420	4,000 00	17,913 68	133 33	42 65	21,913 68	39,562 91	58	768 70
20	20	1,150 00	650 00	57 50	32 50	1,800 00	2,279 98	4	2 40
10	20	550 00	600 00	55 00	30 00	1,150 00	1,591 44	3	22 00
40	770	4,150 00	32,537 12	103 75	42 25	36,687 12	61,581 32	16	121 40
....	123.5	....	5,452 00	....	44 14	5,452 00	7,192 95	21	228 44
18	9	738 00	225 00	41 00	25 00	963 00	1,341 42	3	3 60
9	16	450 00	644 50	50 00	40 28	1,094 50	1,547 81	6	3 00
9	9	360 00	270 00	40 00	30 00	630 00	742 02	3	4 50
10	70	1,000 00	2,350 00	100 00	33 57	3,350 00	4,672 52	41	508 38
9	18	450 00	540 00	50 00	30 00	990 00	1,452 45	6	36 00
9.5	57	1,000 00	2,000 50	105 26	35 10	3,000 50	4,491 09	35	298 58
9.5	123.5	1,100 00	4,811 50	115 79	38 96	5,911 50	8,037 44	31	166 75
10	10	500 00	350 00	50 00	35 00	850 00	1,064 88	6	27 42
10	20	468 50	600 00	46 85	30 00	1,068 50	1,453 60	14	54 50
20	100	1,700 00	5,300 00	85 00	53 00	7,000 00	10,076 31	......	....
19	19	997 50	641 25	52 50	33 75	1,638 75	2,000 32	11	183 00

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Richmond	Macomb	195	186	180	91	$9,500	$1,150 00	1	4
Ridgeway	Lenawee	88	74	180	77	2,000	....	1	1
River Rouge	Wayne	866	476	200	94	65,525	58,400 00	1	11
Rochester	Oakland	404	321	200	66	15,000	....	1	7
Rockford	Kent	212	178	200	92	20,000	....	1	6
Rockland Tp.	Ontonagon	368	349	200	70	10,500	....	2	10
Rockwood	Wayne	101	87	200	80	2,000	....	......	2
Rogers	Presque Isle	295	255	160	84	8,000	6,091 23	4	2
Romeo	Macomb	444	373	200	96	28,312	....	2	9
Roscommon	Roscommon	239	130	180	68	3,000	3,000 00	1	2
Rose City	Ogemaw	248	181	189	83	3,500	2,500 00	1	3
Royal Oak	Oakland	281	232	180	93	15,000	11,500 00	1	4
Saganing	Arenac	151	115	173	97	2,000	....	......	2
Saginaw	Saginaw	8,367	4,897	197	96	441,614	....	13	133
Saginaw, W. S.	Saginaw	5,632	3,155	200	80	205,406	10,000 00	7	74
St. Charles	Saginaw	538	425	195	85	15,000	1,000 00	2	8
St. Clair	St. Clair	774	624	200	93	35,000	....	3	11
St. Ignace	Mackinac	728	420	177	87	12,000	10,875 00	1	10
St. Johns	Clinton	967	795	197	84	45,000	....	6	16
St. Joseph	Berrien	1,415	1,056	177	84	75,000	10,918 91	3	27
St. Louis	Gratiot	683	592	192	70	30,000	13,000 00	3	11
Salem	Washtenaw	59	51	180	66	1,000	....	......	2
Saline	Washtenaw	227	214	200	80	25,0 0	2,000 00	1	6
Sand Lake	Kent	117	105	180	86	2,500	....	1	3
Sanilac Center	Sanilac	299	253	176	83	10,000	....	1	4
Sanilac Tp. 3	Sanilac	65	44	180	66	600	....	1	......
Sanilac Tp. 8 fr.	Sanilac	70	48	180	66	500	....	1	......
Saranac	Ionia	273	241	200	90	10,000	....	3	5
Saugatuck	Allegan	240	218	180	80	12,500	1,200 00	1	5
Sault Ste. Marie	Chippewa	3,290	2,849	200	95	251,000	117,500 00	8	47
Schoolcraft	Kalamazoo	198	165	180	97	24,000	....	1	5
Scotts	Kalamazoo	107	99	180	68	4,000	....	1	1
Scottville	Mason	257	225	180	76	12,000	8,000 00	1	4
Sebewaing	Huron	603	323	200	62	2,500	....	2	3
Shaftsburg	Shiawassee	62	47	180	64	1,200	....	1	1
Shelby	Oceana	387	344	180	80	8,000	....	1	8
Shepherd	Isabella	295	216	180	93	1,500	....	2	3
Sheridan	Montcalm	170	134	170	71	5,265	3,500 00	1	2
Sheridan Tp. 1	Newaygo	97	86	180	69	1,000	....	1	1
Sherman	Wexford	134	148	178	65	3,000	....	1	2
Sherwood	Branch	147	112	190	84	6,000	300 00	2	2
Soule	Huron	116	77	190	60	1,500	937 58	1	1
South Boardman	Kalkaska	158	120	178	69	500	3,000 00	1	2
South Frankfort	Benzie	196	156	200	86	5,000	265 00	2	4
South Haven	Van Buren	1,014	804	190	95	25,000	3,000 00	2	21
South Lyon	Oakland	194	165	188	90	4,000	....	1	4
Spalding Tp.	Menominee	644	507	200	69	8,250	3,500 00	1	11
Sparta	Kent	372	324	200	84	10,000	7,000 00	1	7
Spring Lake	Ottawa	288	167	177	87	6,000	....	1	6
Springport	Jackson	139	121	200	99	5,000	....	2	3
Springwells Tp. 1	Wayne	836	460	194	66	40,000	27,500 00	1	13
Springwells Tp. 3	Wayne	439	312	200	83	12,000	8,000 00	......	5
Springwells Tp. 4	Wayne	1,300	441	200	71	20,000	9,000 00	1	9
Springwells Tp. 7	Wayne	960	651	200	65	45,000	35,000 00	1	12
Stambaugh	Iron	523	423	200	75	10,500	....	3	10
Standish	Arenac	438	342	200	87	8,000	4,000 00	3	5
Stanton	Montcalm	390	353	190	85	9,000	....	1	9

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9	36	$700 00	$1,296 00	$77 78	$36 00	$1,996 00	$2,373 95	26	$309 18
9	9	450 00	261 00	50 00	29 00	711 00	857 56	7	38 00
10	108.5	800 00	4,347 50	80 00	40 07	5,147 50	27,565 62	2	18 00
10	56	900 00	1,985 00	90 00	35 45	2,885 00	4,086 76	18	92 40
10	50	750 00	1,550 00	75 00	31 00	2,300 00	3,351 54	30	305 35
20	87	1,500 00	4,570 00	75 00	52 53	6,070 00	11,730 83	......	......
......	20	......	700 00	......	35 00	700 00	795 55	1	6 00
24	11	1,004 00	379 00	41 83	34 45	1,383 00	7,505 54	1	1 00
20	87.5	1,750 00	2,900 00	87 50	33 14	4,650 00	6,353 85	22	267 40
9	18	500 00	540 00	55 56	30 00	1,040 00	1,717 09	2	10 00
9.5	28.5	570 00	997 50	60 00	35 00	1,567 50	2,804 21	5	24 00
9	36	600 00	1,140 00	66 67	31 66	1,740 00	15,427 51	42	195 00
......	17.3	......	529 50	......	30 61	529 50	785 68	......	......
130	1,330	15,750 00	65,227 84	121 15	49 04	80,977 84	117,146 40	44	676 31
60	740	6,850 00	31,708 51	114 17	42 85	38,558 51	58,372 85	31	252 97
9.8	75	710 00	2,760 00	72 82	36 80	3,470 00	5,125 55	9	51 00
30	110	2,100 00	4,188 25	70 00	38 08	6,288 25	9,319 93	15	166 25
9	90	1,000 00	3,505 00	111 11	38 94	4,505 00	8,383 62	......	......
60	220	3,700 00	5,946 00	61 67	27 03	9,646 00	15,775 50	63	889 82
27	243	3,000 00	10,060 06	111 11	41 40	13,060 06	24,894 70	14	138 60
30	110	1,970 00	4,250 00	65 67	38 63	6,220 00	9,307 47	35	205 46
......	16	......	490 00	......	30 63	490 00	572 13	6	18 38
10	60	950 00	2,210 00	95 00	36 83	3,160 00	4,122 68	32	344 44
9	18	525 00	450 00	58 33	25 00	975 00	1,364 00	10	63 25
9	33	510 00	1,016 00	60 00	30 79	1,556 00	2,570 38	9	18 00
9	......	300 00	......	33 33	......	300 00	356 00	8	......
9	......	315 00	......	35 00	......	315 00	380 99	2	......
20	50	1,048 00	1,450 00	52 40	29 00	2,498 00	3,333 09	34	274 77
9	36.5	875 00	1,008 75	97 22	27 67	1,883 75	3,966 16	23	216 70
80	470	6,420 00	22,539 52	80 25	47 96	28,959 52	80,482 32	......	......
9	45	1,000 00	1,854 00	111 11	41 20	2,854 00	3,889 06	21	289 75
8	9	400 00	270 00	50 00	30 00	670 00	997 58	2	13 46
9	36	600 00	1,260 00	66 67	35 00	1,860 00	4,871 51	11	97 59
20	30	1,000 00	950 00	50 00	31 67	1,950 00	3,147 87	10	21 50
9	9	360 00	270 00	40 00	30 00	630 00	729 86	5	23 02
9	62.4	700 00	2,275 31	77 78	36 46	2,975 31	4,195 04	26	256 75
18	27	900 00	855 00	50 00	31 67	1,755 00	2,184 87	2	20 00
8.5	17	476 00	450 50	56 00	26 50	926 50	1,571 70	6	8 35
9	9	324 00	225 00	36 00	25 00	549 00	640 26	5	......
9	18	495 00	630 00	55 00	35 00	1,125 00	1,654 48	13	......
19	19	831 25	570 00	43 75	30 00	1,401 25	2,018 59	35	169 50
9.5	6.5	408 50	162 50	43 00	25 00	571 00	966 53	1	3 00
9	14	405 00	485 00	45 00	34 64	890 00	2,087 52	......	......
10	40	635 38	1,391 50	63 53	34 79	2,026 88	2,761 07	2	11 25
19	199.5	2,008 00	7,649 30	105 68	38 34	9,657 30	15,153 01	152	1,360 63
9.5	37	600 00	1,140 00	63 16	30 81	1,740 00	2,190 85	49	456 85
10	92	700 00	3,430 00	70 00	37 28	4,130 00	12,094 22	16	......
10	70	850 00	2,675 00	85 00	38 21	3,525 00	5,192 98	24	316 10
9	36	700 00	1,075 00	77 78	29 86	1,775 00	2,686 57	3	10 00
20	30	975 00	1,000 00	48 75	33 33	1,975 00	2,489 13	22	166 00
10	106	900 00	3,813 00	90 00	35 97	4,713 00	9,177 86	2	16 06
......	50	......	2,550 00	......	51 00	2,550 00	5,136 44	......	......
10	90	950 00	3,750 00	95 00	41 67	4,700 00	7,244 18	1	15 00
10	120	1,200 00	4,870 00	120 00	40 58	6,070 00	13,405 99	21	80 25
22	91.5	1,126 25	3,593 00	51 19	39 27	4,719 25	8,845 63	......	......
28.7	41.8	1,087 50	1,333 75	37 82	31 95	2,421 25	4,080 09	......	......
9.5	85.5	807 50	2,742 57	85 00	32 08	3,550 07	4,388 70	30	159 50

TABLE XVI.—CONTINUED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Stanwood	Mecosta	136	73	180	66	$1,600	....	1	1
Stephenson Tp.	Menominee	1,313	945	180	75	21,000	....	5	16
Sterling	Arenac	220	166	180	60	4,000	....	1	2
Stevensville	Berrien	262	166	160	79	5,500	....	1	4
Stockbridge	Ingham	188	170	200	93	5,000	....	1	4
Sturgis	St. Joseph	567	483	190	90	50,000	....	1	12
Sumner	Gratiot	118	95	177	52	3,600	....	2	1
Sutton's Bay	Leelanau	230	108	160	87	5,000	....	1	2
Tallmadge Tp. 1 fr.	Ottawa	107	83	180	60	1,500	....	1	1
Tawas City	Iosco	533	311	200	90	7,000	....	1	6
Tecumseh	Lenawee	589	493	186	89	26,000	$1,500 00	2	13
Tekonsha	Calhoun	163	138	178	82	5,000	....	1	3
Thompson	Schoolcraft	200	155	180	64	100	201 27	2	1
Thompsonville	Benzie	371	335	180	77	4,000	....	1	5
Thornville	Lapeer	88	59	180	58	2,000	....	1	1
Three Oaks	Berrien	410	311	180	80	5,000	....	1	6
Three Rivers	St. Joseph	903	781	187	94	25,000	....	5	24
Traverse City	G'd Traverse.	2,906	2,388	178	94	140,000	19,000 00	6	47
Trenton	Wayne	400	282	194	85	21,000	23,448 68	1	8
Turner	Arenac	205	193	197	60	2,000	1,000 00	2	1
Tuscola	Tuscola	98	83	180	57	1,500	....	1	1
Tustin	Osceola	173	126	180	71	4,000	....	1	2
Union City	Branch	390	329	200	92	25,000	....	2	12
Unionville	Tuscola	225	125	200	98	10,000	8,000 00	1	2
Utica	Macomb	239	123	200	86	8,000	....	2	4
Vandalia	Cass	134	139	180	95	6,000	....	2	2
Vanderbilt	Otsego	169	151	180	20	3,000	514 46	1	3
Vassar	Tuscola	524	428	200	92	25,000	....	1	11
Vermontville	Eaton	202	185	190	93	10,000	....	1	5
Vernon	Shiawassee	141	106	200	90	6,500	2,000 00	1	3
Vicksburg	Kalamazoo	259	232	180	74	8,000	....	3	4
Vriesland	Ottawa	152	121	200	61	2,500	....	1	1
Wakefield Tp.	Gogebic	549	364	190	68	30,000	18,000 00	2	8
Waldron	Hillsdale	119	122	180	75	2,500	....	1	2
Walled Lake	Oakland	53	41	180	83	600	....	1	1
Warren	Macomb	115	71	180	91	2,500	....	1	1
Warren Tp. 1 fr.	Macomb	113	81	180	59	1,600	....	......	2
Washington Tp. 12 fr.	Macomb	77	67	200	76	1,500	....	1	1
Watervliet	Berrien	340	287	180	86	10,000	1,500 00	3	4
Watrousville	Tuscola	105	101	173	76	2,000	....	2	1
Wayland	Allegan	151	142	175	76	7,500	1,500 00	2	2
Wayne	Wayne	365	330	200	83	20,000	....	1	10
Webberville	Ingham	161	114	180	75	4,000	....	1	2
Weidman	Isabella	197	112	180	73	2,500	300 00	1	2
West Bay City	Bay	4,214	2,299	196	95	150,000	77,407 63	7	54
West Branch	Ogemaw	529	454	190	84	13,000	12,000 00	1	6
Weston	Lenawee	99	90	179	32	4,000	....	1	2
Wheeler	Gratiot	95	74	160	61	1,000	....	1	2
White Cloud	Newaygo	211	158	180	79	7,000	500 00	1	3
Whitehall	Muskegon	516	364	190	80	30,000	....	1	9
White Pigeon	St. Joseph	174	147	200	93	18,000	....	1	6
White Rock	Huron	45	36	160	44	500	....	......	1
Williamston	Ingham	319	*229	200	90	2,500	....	2	7
Winsor Tp. 2	Huron	153	97	180	41	950	....	......	2
Wolverine	Cheboygan	229	181	190	77	8,000	2,500 00	1	5
Woodland	Barry	103	86	180	83	3,000	....	1	2
Wyandotte	Wayne	2,055	825	200	87	66,000	36,645 00	1	26

TABLE XVI.—CONTINUED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
9	9	$405 00	$270 00	$45 00	$30 00	$675 00	$1,026 68	7	$18 00
43	130	2,344 75	5,146 75	54 53	39 59	7,491 50	12,826 09	14	....
9	18	450 00	495 00	50 00	27 50	945 00	1,228 99	3	....
8	32	600 00	1,120 00	75 00	35 00	1,720 00	2,291 00	6	45 25
10	40	700 00	1,350 00	70 00	33 75	2,050 00	2,752 76	16	136 74
9.5	114	1,100 00	4,398 50	115 79	38 58	5,498 50	7,056 85	7	137 30
8	9	387 50	288 00	48 43	32 00	675 50	1,087 45	2	13 00
8	16	480 00	640 00	60 00	40 00	1,120 00	1,315 22	3	14 00
9	9	431 25	270 00	47 92	30 00	701 25	879 23	7	23 26
10	60	750 00	2,100 00	75 00	35 00	2,850 00	3,636 83	5	20 25
19	123.5	1,600 00	4,950 00	84 21	40 01	6,550 00	9,354 23	43	549 73
9	27	630 00	891 00	70 00	33 00	1,521 00	2,198 69	16	125 41
18	9	810 00	315 00	45 00	55 00	1,125 00	2,418 54	......	......
9	43	585 00	1,516 63	65 00	35 27	2,101 63	2,960 07	......	......
9	9	378 00	216 00	42 00	24 00	594 00	735 97	2	12 70
9	54	650 00	1,980 00	72 22	36 67	2,630 00	3,755 63	15	123 38
42	214.5	3,160 00	8,740 50	75 24	40 75	11,900 50	15,728 66	15	216 25
54	423	4,625 00	18,208 92	85 65	43 05	22,833 92	34,730 32	51	670 19
10	80	750 00	3,080 00	75 00	38 50	3,830 00	6,575 97	14	88 15
20	10	900 00	300 00	45 00	30 00	1,200 00	1,825 09	5	....
9	9	405 00	225 00	45 00	25 00	630 00	840 18	3	10 00
9	18	450 00	630 00	50 00	35 00	1,080 00	1,283 21	4	18 75
20	106	1,750 00	3,578 62	87 50	33 76	5,328 62	8,098 73	60	784 00
10	20	500 00	570 00	50 00	28 50	1,070 00	10,128 06	16	64 60
10	40	870 00	1,200 00	87 00	30 00	2,070 00	2,817 63	13	147 72
18	18	1,050 00	675 00	58 33	37 50	1,725 00	2,130 80	8	42 05
9	27	360 00	1,080 00	40 00	40 00	1,440 00	2,998 60	2	2 50
10	108.5	1,000 00	3,592 50	100 00	33 11	4,592 50	7,047 50	41	329 32
9.5	47.5	750 00	1,805 00	78 95	38 00	2,555 00	3,221 44	43	510 90
10	30	600 00	900 00	60 00	30 00	1,500 00	3,083 10	22	142 75
27	36	1,682 50	1,147 50	62 31	31 88	2,830 00	4,030 53	27	318 44
9.5	10	427 50	290 00	29 42	29 00	717 50	1,266 94	......	....
20	76	1,350 00	4,000 00	67 50	52 63	6,350 00	12,863 93	......	....
9	18	540 00	540 00	60 00	30 00	1,080 00	1,343 97	7	54 38
9	9	360 00	234 00	40 00	26 00	594 00	724 55	3	19 76
9	9	450 00	270 00	50 00	30 00	720 00	958 96	22	126 16
....	18	....	567 00	....	31 50	567 00	745 99	6	....
10	10	450 00	300 00	45 00	30 00	750 00	900 83	11	68 00
27	36	1,440 00	1,395 00	53 33	38 75	2,835 00	3,850 34	15	63 63
9	9	418 75	225 00	46 53	25 00	643 75	764 79	8	14 03
18	18	990 00	450 00	55 00	25 00	1,440 00	2,177 17	43	344 81
10	83.8	1,100 00	2,837 50	110 00	33 88	3,937 50	5,421 27	41	437 65
9	18	405 00	513 00	45 00	29 61	918 00	1,205 57	10	42 65
9	18	450 00	540 00	50 00	30 00	990 00	1,215 19	3	....
70	540	4,400 00	23,011 79	64 29	42 61	27,511 79	48,694 46	49	193 50
9.5	57	900 00	1,995 00	94 74	35 00	2,895 00	4,176 82	22	196 75
8.9	8.9	402 75	222 50	45 25	25 00	625 25	705 60	4	7 85
7	9	245 00	264 00	35 00	29 33	509 00	592 39	......	....
9	27	540 00	877 50	60 00	32 50	1,417 50	2,145 46	2	11 00
9.5	85.5	821 05	2,876 26	86 43	33 64	3,697 31	4,954 86	9	83 25
10	50	800 00	1,634 50	80 00	32 69	2,434 50	3,307 17	17	191 80
....	8	....	200 00	....	25 00	200 00	258 61	......	....
20	70	1,500 00	2,580 00	75 00	36 86	4,080 00	6,220 95	40	403 45
....	14	....	413 00	....	29 50	413 00	545 75	......	....
9.5	47.5	475 00	1,710 00	50 00	36 00	2,185 00	3,453 84	8	27 00
9	18	450 00	540 00	50 00	30 00	990 00	1,506 10	23	160 92
10	260	1,200 00	10,582 98	120 00	40 70	11,782 98	19,303 88	12	87 00

TABLE XVI.—CONCLUDED.

Districts.	Counties.	Number of children between 5 and 20 years.	Number of children that attended school during the year.	Number of days' school.	Percentage of attendance.	Estimated valuation of school property.	Total indebtedness.	Number of teachers employed.	
								Men.	Women.
Wyoming Tp. 7	Kent	239	174	200	85	$3,000	$3,000 00	1	1
Wyoming Tp. 9 fr.	Kent	318	241	198	63	6,500	4,100 00	1	4
Yale	St. Clair	412	312	200	70	10,500	1,000 00	1	6
Ypsilanti	Washtenaw	1,659	1,036	200	93	70,000	16,000 00	5	26
Yuma	Wexford	168	143	190	49	2,000		1	1
Zeeland	Ottawa	591	445	200	74	7,000		1	11
Zeeland Tp. 4 fr.	Ottawa	126	87	200	66	2,000		1	1
Zutphen	Ottawa	111	84	180	62	200		1	1

TABLE XVI.—CONCLUDED.

Aggregate number of months taught by all teachers.		Total wages of teachers for the year.		Average monthly wages of teachers.		Amount paid for superintendence and instruction.	Total cost of school.	Number of non-resident pupils.	Tuition of non-resident pupils.
Men.	Women.	Men.	Women.	Men.	Women.				
10	10	$400 00	$100 00	$40 00	$40 00	$800 00	$1,392 23	......	....
10	30	725 00	970 00	72 50	32 33	1,695 00	2,571 91	31	$198 86
10	60	750 00	1,990 00	75 00	33 17	2,740 00	4,327 21	19	167 53
50	260	4,090 00	11,018 00	81 80	42 38	15,108 00	26,723 26	67	976 25
9.5	9.5	427 50	285 00	45 00	30 00	712 50	863 10	......	....
10	95	700 00	2,795 00	70 00	29 42	3,495 00	5,704 90	2	13 60
10	10	500 00	250 00	50 00	25 00	750 00	973 20	1	....
9	9	405 00	243 00	45 00	27 00	648 00	993 63	......	....

*TABLE XVII.

Miscellaneous statistics of city schools as reported

Incorporated cities.	School population from inspector's report.	Enrollment.				Average number belonging.				
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.
Totals	290,369	18,484	65,387	131,821	215,692	15,079	43,912	84,697	143,538	14,438
Adrian	2,693	235	588	1,166	1,989	224	540	1,075	1,689	210
Albion	1,396	189	305	574	1,068	173	259	406	838	166
Alpena	4,291	....	....	....	....	....	....	....	....	....
Ann Arbor	3,306	622	748	1,093	2,463	513	....	‡1,648	2,161	489
Au Sable	556	51	82	311	444	48	66	272	386	45
Battle Creek	4,933	385	1,026	2,513	3,924	325	882	1,997	3,204	317
Bay City	9,430	669	1,971	3,934	6,574	435	1,124	2,209	3,768	424
Beaverton	392	18	96	172	286	18	78	162	258	15
Belding	785	87	156	278	521	86	148	255	489	82
Benton Harbor	1,682	175	650	705	1,530	156	450	591	1,197	156
Bessemer	1,106	62	211	617	890	60	206	607	873	57
Big Rapids	1,346	158	306	556	1,020	134	260	400	794	130
Cadillac	1,964	190	692	886	1,768	167	499	722	1,388	156
Charlotte	849	177	293	482	952	142	240	306	688	141
Cheboygan	2,136	125	487	940	1,552	105	260	650	1,015	94
Clare	586	72	145	247	464	54	140	213	407	52
Coldwater	1,302	170	303	701	1,174	148	274	566	988	143
Corunna	411	59	114	194	367	54	96	146	296	52
Crystal Falls	1,109	78	358	1,050	1,486	58	208	533	799	54
Detroit	88,190	3,066	19,454	44,160	66,680	2,258	10,199	21,133	33,590	2,162
Dowagiac	1,199	135	308	644	1,087	119	295	427	841	117
East Tawas	646	40	146	348	534	32	132	273	437	26
Eaton Rapids	483	115	181	158	454	103	162	149	414	95
Escanaba	3,240	175	694	1,869	2,738	127	534	1,181	1,842	120
Flint	3,175	474	717	1,397	2,588	392	642	1,109	2,143	387
Gladstone	935	47	204	538	789	38	165	401	604	37
Gladwin	260	49	49	192	290	44	43	174	261	38
Grand Haven	1,614	116	541	620	1,277	102	365	505	972	101
Grand Ledge, N. S	229	30	58	70	158	26	49	56	131	18
Grand Ledge, S. S	239	67	100	140	307	61	96	125	282	55
Grand Rapids	27,588	1,704	6,887	13,284	21,875	1,209	4,157	7,759	13,125	1,159
Greenville	892	147	363	529	1,039	121	251	321	693	117
Harrison	182	31	84	59	174	26	74	54	154	22
Hastings	731	....	....	....	....	....	....	....	....	....
Hillsdale	1,141	222	306	392	920	197	258	301	756	188
Holland	2,519	194	703	1,084	1,981	167	534	773	1,474	162
Hudson	559	105	175	294	574	86	150	203	439	83
Ionia	1,490	145	470	630	1,245	122	232	445	799	120
Iron Mountain	3,173	131	662	1,946	2,739	121	538	1,588	2,247	115
Ironwood	3,320	150	654	1,627	2,431	142	602	1,536	2,280	135

* Where a blank occurs the item was not reported.
† Superintendent included.
‡ Includes both grammar and primary departments.

*TABLE XVII.

by superintendents for the school year 1902-1903.

Average daily attendance.			Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	Number of special teachers.
							H. S. department.		Grammar department.		Primary department.		† Whole school.			
Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
41.822	78,686	134,551	92	89	90	91	217.7	429.3	74	1,256.9	9.2	1,957.3	358	3,843	.....	143
461	740	1,411	90	80	70	80	3	8	....	14	....	19	4	41	All	3
244	389	799	96	94	93	94	3.2	3	....	7	....	11	4	21	5-6	3
....	....	....	......	......	......	......	......	......	....	......	....	......	....	......	......	....
....	‡1,584	2,073	95	......	96	96	9	13	....	21	....	25	10	59	All	4.6
62	226	333	93	89	86	89	1.7	......	....	1	....	6	2	7	1-3	....
849	1,892	3,058	97	95	89	94	4	8	4	22	....	52	9	82	All	4
1,100	2,151	3.675	97	98	97	97	8	11	....	36	....	65	9	112	All	5
70	150	235	83	89	92	88	.7	1	....	2	....	3	1	6	1-3	....
139	237	458	95	96	93	95	.5	4	....	4	....	7	1	15	1-2	1
452	593	1,201	96	96	94	95	2.1	4	1	11	....	15	4	30	6-7	1
190	549	796	95	92	90	92	.2	3	....	5	....	16	1	24	5-6	1
254	385	769	97	96	95	96	.2	5.2	....	7.9	....	12.9	1	26	3-4	1
443	641	1,240	92	90	88	90	......	6	....	12	....	15	1	33	All	1
229	292	662	96	95	95	95	1.1	4	....	7	....	10	2	21	6-7	1
244	592	930	97	94	90	94	2.4	1	1	7	....	15	4	23	3-5	....
107	152	311	92	91	87	90	.5	2	1	2	....	4	2	8	1-2	....
261	527	931	96	95	93	95	3.1	4	....	7.5	....	13.5	4	25	6-7	....
92	143	287	96	96	98	97	.5	2.2	....	3.8	....	3	1	9	1-2	2
196	494	744	93	95	92	93	.4	2.2	.2	4.8	.4	15	1	22	2 3	1
9,764	19,809	31,735	95	95	91	94	37	77	30	334	3	537	71	948	All	6
310	391	818	98	95	92	95	2.3	2	....	7	....	12	3	21	5-7	1
117	245	388	90	90	87	89	.5	1	....	2	....	6	1	9	1 2	....
156	144	395	91	......	......	......	1.6	3	....	4	....	4	2	11	3-7	1
490	1,060	1,660	96	94	92	94	1	5.5	1	12	....	28	3	45	All	1
608	948	1,943	98	94	85	93	4	11	....	24	....	30	5	65	All	2
158	391	586	97	95	97	97	.2	2	....	4	....	8	1	14	3-4	2
37	132	207	87	86	76	83	1	......	....	1	....	3	1	4	......	....
353	487	941	98	97	97	97	1.1	4	....	10	....	14	2	28	6-7	....
36	40	94	......	......	......	......	1	1	....	1	....	1	1	3	......	....
90	108	253	......	......	......	......	1	2	....	2	....	2	1	6	......	1
3,968	7,355	12,482	95	94	95	95	12.7	28	3	130.2	2.3	219.8	19	378	All	16
247	299	663	79	80	90	83	2.6	3	.2	5	.2	8	3	16	3-7	2
59	47	128	84	80	93	86	1	......	1	1	....	1	2	2	......	....
....	....	....	......	......	......	......	......	......	....	......	....	......	....	......	......	....
246	288	722	96	96	95	96	1.3	5	1	6	....	9	3	20	7-10	3
509	741	1,413	97	97	94	96	2	4	....	13	....	18	3	35	All	1
130	181	394	96	90	94	93	.4	3	....	4	....	7	1	14	5-8	1
227	424	771	98	98	95	97	.5	5.8	....	10	....	12.2	1	28	1-2	1
498	1,488	2,101	95	93	94	94	3	3	1	13	....	34	5	50	All	....
560	1,210	1,905	91	90	80	87	3	2	....	14	....	38	4	54	All	2

*TABLE XVII.—Continued.

Incorporated cities.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Ishpeming	4,046	173	873	1,932	2,978	147	710	1,830	2,687	140	860	1,640	2,640
Jackson	5,717	326	1,452	3,122	4,900	266	947	1,972	3,185	256	901	1,843	3,000
Kalamazoo	6,716	544	1,694	3,414	5,652	433	1,270	2,414	4,117	421	1,192	2,287	3,612
Lansing	4,540	472	988	1,761	3,221	395	903	1,321	2,619	381	890	1,168	2,439
Lapeer	667	......	......	......	......	......	......	......	......	......	......	......	......
Ludington	2,517	186	612	1,103	1,901	164	516	875	1,555	158	491	825	1,474
Mackinac Island	216	55	43	57	155	52	39	44	135	46	36	39	121
Manistee	4,546	283	820	1,685	2,788	248	627	1,362	2,237	237	594	1,305	2,136
Manistique	1,396	59	325	818	1,202	52	288	424	764	49	261	402	712
Marine City	1,235	60	211	507	778	55	174	407	636	51	151	366	568
Marquette	3,291	160	544	1,275	1,979	146	426	944	1,516	144	416	903	1,463
Marshall	1,024	183	294	357	834	149	256	299	704	147	250	289	686
Mason	405	102	108	199	409	94	108	129	331	89	104	120	313
Menominee	4,259	172	731	1,924	2,827	150	560	1,492	2,202	144	520	1,398	2,062
Midland	761	112	276	500	888	92	184	302	578	87	158	278	523
Monroe	1,837	133	312	369	814	111	263	277	591	101	195	248	544
Mt. Clemens	2,196	121	456	999	1,576	99	229	696	1,024	93	218	645	956
Mt. Pleasant	1,032	187	238	408	833	171	203	285	659	167	189	256	612
Muskegon	7,220	559	2,212	3,898	6,669	438	1,301	2,266	4,005	420	1,238	2,109	3,760
Negaunee	2,293	120	445	972	1,537	104	389	782	1,275	102	367	693	1,162
Niles	1,236	165	335	551	1,051	151	283	486	920	149	267	454	870
North Muskegon	165	......	57	77	134	......	38	58	96	......	29	47	76
Norway	1,757	......	......	......	......	......	......	......	......	......	......	......	......
Omer	221	......	......	......	......	......	......	......	......	......	......	......	......
Onaway	680	22	108	363	493	17	93	321	431	13	76	202	291
Owosso	2,511	275	628	1,240	2,143	238	416	825	1,479	204	398	782	1,384
Petoskey	1,502	117	441	728	1,286	85	324	425	834	84	312	409	805
Pontiac	2,218	192	537	1,126	1,855	166	430	777	1,373	160	412	729	1,301
Port Huron	6,359	307	1,350	2,023	3,680	269	938	1,800	3,007	259	916	1,628	2,803
Saginaw	8,367	507	2,021	2,823	5,351	414	1,661	2,162	4,237	401	1,492	2,066	3,959
Saginaw, W. S.	5,632	273	970	1,611	2,854	267	942	1,461	2,670	263	915	1,369	2,547
St. Clair	774	112	216	311	639	92	182	228	502	87	172	224	483
St. Ignace	728	36	156	233	425	31	170	209	410	29	144	191	364
St. Joseph	1,415	131	354	599	1,084	122	310	465	897	118	309	444	871
St. Louis	683	79	157	583	819	67	119	255	441	64	109	235	408
Sault Ste. Marie	3,290	232	1,123	1,494	2,849	221	1,094	1,386	2,701	206	1,007	1,294	2,507
South Haven	1,014	186	288	527	1,001	150	235	351	736	149	229	321	699
Standish	438	45	91	206	342	30	80	147	257	36	87	175	298
Stanton	390	93	111	149	353	87	93	117	297	71	86	98	255
Sturgis	567	58	155	278	491	52	128	221	401	49	119	206	374
Tawas City	533	36	104	180	320	29	80	144	253	25	76	127	228
Three Rivers	993	§228	......	617	845	§200	......	477	677	§193	......	446	639
Traverse City	2,906	291	667	1,430	2,388	258	534	1,006	1,798	251	500	945	1,696
West Bay City	4,214	126	817	2,075	3,018	108	537	1,234	1,879	106	516	1,166	1,788
Wyandotte	2,055	38	448	339	825	32	421	305	758	25	410	296	731
Ypsilanti	1,659	263	332	558	1,153	234	263	445	942	223	254	402	879

* Where a blank occurs the item was not reported.
† Superintendent included.
‡ Includes both grammar and primary departments.
§ Includes both high school and grammar departments.

*TABLE XVII.—CONTINUED.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	Number of special teachers.
				High school department.		Grammar department.		Primary department.		†Whole school.			
High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
93	95	86	91	5	6	....	13	....	41	6	60	All	5
96	95	93	94	4.1	7	3.4	27	.5	49	8	83	All	2
97	94	91	95	4	13	1.2	30	.8	49	7	92	All	17
93	98	88	93	4	9	....	34	....	37	5	80	All	2
......	......	......	......	....	....	....	....	....	....	....	....	....	....
96	95	94	95	2	4	....	13	....	25	3	42	All	1
90	92	89	90	.8	1	....	1	....	1	1	3	1-6	....
95	95	97	96	3	9	1	18	....	42	5	69	All	2
94	91	94	93	1.2	2	....	9	....	13	2	24	5-6	1
90	90	90	90	1.2	2	....	4	....	7	2	13	3-4	1
......	......	......	......	4	4	....	11	1	20	6	41	All	1
98	97	96	97	2.2	4	....	7	....	10	3	21	3-4	2
95	95	93	94	.5	3	....	3	....	4	1	10	1-2	1
96	92	91	93	5	3	1	14	....	33	7	50	All	4
95	85	92	91	1.4	2	....	4.5	....	7.5	2	14	4-7	....
99	96	89	95	2.3	3	....	5	....	6	3	14	5-7	2
94	95	92	94	3	3	....	5	....	17	4	25	All	1
95	93	91	93	2.8	4	1	6	....	9	4	19	2-3	1
96	94	91	93	5	9	....	29	....	62	6	100	All	4
97	93	94	95	2	3	....	9	....	20	3	32	All	1
97	95	96	96	1.2	4	....	7	....	12	2	23	3-4	1
......	76	77	76	....	....	1	....	....	1	1	1	....	....
......	......	......	......	....	....	....	....	....	....	....	....	....	....
......	......	......	......	....	....	....	....	....	....	....	....	....	....
87	85	85	86	.7	1	1	1	1	5	3	7	1-3	....
96	95	93	95	2	6	2	14	....	21	5	41	All	2
99	95	94	96	2	3	....	10	....	13	3	26	All	1
96	96	94	95	3	5	....	12	....	24	4	41	All	1
96	97	90	94	2	8	....	25	....	45	3	78	All	1
96	95	96	96	7	15	5	46	....	63	13	124	All	3
......	......	......	......	3	7	2	26	....	42	6	75	All	4
93	93	93	93	1.5	1.4	1	3.2	....	6.4	3	11	1-2	1
93	85	85	87	.5	1	....	4	....	5	1	10	1-2	....
96	99	95	97	2	3	....	8	....	14	3	25	All	2
95	91	92	93	1.5	2	1	3	....	6	3	11	1-2	....
95	97	91	94	2	6	5	16	....	21	8	43	All	2
97	96	93	95	1.1	4	....	6	....	10	2	20	6-7	1
92	90	80	87	1	....	1	1	....	3	2	4	....	1
91	88	85	88	.6	2	....	3	....	3	1	8	1-3	....
94	93	94	93	.5	2	....	4	....	5	1	11	1-2	1
86	93	90	90	.8	1	....	2	....	3	1	6	1-6	....
......	......	......	94	§4.2	§5	....	....	....	16	5	21	3-4	1
96	94	93	95	5	5	....	14	....	25	6	44	All	2
97	96	94	96	3	3	3	17	....	34	7	54	All	....
......	......	......	......	....	4	....	12	....	10	1	26	All	1
95	94	92	93	2.3	6	....	8	....	12	3	26	2-3	2

*TABLE XVII.—CONTINUED.

Miscellaneous statistics of village schools as reported

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Addison	173	34	42	104	180	29	42	77	148	27	39	67	133
Algonac	485	36	103	241	380	18	71	189	278	16	63	167	246
Allegan	702	185	240	255	680	168	236	230	634	164	229	218	611
Alma	641	91	82	536	709	74	60	501	635	81	69	510	660
Almont	237	71	72	79	222	63	65	78	206	60	62	68	190
Armada	242	77	20	145	242	63	17	120	200	63	18	135	216
Ashley	202	61	48	82	191	49	36	70	155	41	30	53	124
Athens	180	33	48	92	173	25	41	70	136	24	41	70	135
‡Atlanta	......	......	......	......	......	......	......	......	......	......	......	......	......
Attica	116	......	45	56	101	......	38	45	83	......	38	40	78
Augusta	163	40	66	46	152	40	66	46	152	38	62	42	142
Bad Axe	501	86	151	238	475	70	120	166	356	62	113	137	312
Baldwin	160	......	......	......	......	......	......	......	......	......	......	......	......
Bancroft	142	37	67	47	151	30	52	40	122	28	48	36	112
Bangor	373	89	53	237	379	73	49	209	331	65	44	178	287
Baraga	826	51	66	147	264	43	51	126	220	38	43	122	203
Bear Lake	172	37	22	78	137	29	20	66	115	24	17	53	94
Bellaire	426	44	118	226	388	37	99	158	294	35	95	142	272
Bellevue	218	69	72	85	226	63	69	78	210	60	63	71	194
Benzonia	226	25	48	99	172	20	44	80	144	19	42	79	140
Berrien Springs	162	40	50	80	170	36	47	63	146	34	46	61	141
Birmingham	370	107	106	149	262	85	95	118	298	83	91	106	280
Blissfield { E. S.	217	63	51	110	224	50	42	81	173	48	40	80	168
Blissfield { W. S.	185	36	48	83	167	32	43	64	139	28	36	60	124
Bloomingdale	159	68	42	45	155	48	37	37	122	......	......	......	......
Boardman	158	......	......	......	......	......	......	......	......	......	......	......	......
Boyne City	632	48	145	291	484	39	121	220	380	36	114	162	312
Boyne Falls	185	9	72	82	163	......	......	......	......	......	......	......	......
Breedsville	97	......	......	......	......	......	......	......	......	......	......	......	......
Brighton	219	57	76	95	228	21	41	76	138	17	36	69	122
Britton	129	......	......	......	......	......	......	......	......	......	......	......	......
Bronson	312	49	99	121	269	42	88	110	240	38	81	92	211
Brooklyn	158	47	38	78	163	41	36	66	143	40	33	60	133
Brown City	212	44	35	134	213	44	35	134	213	31	24	94	149
Buchanan	420	85	141	182	408	72	117	138	327	71	111	131	313
Burlington	98	18	29	43	90	18	16	31	65	16	15	26	57
Burr Oak	203	32	71	76	179	30	67	75	172	30	67	75	172
Byron	151	56	51	48	155	42	36	32	110	42	36	32	110
Caledonia	179	63	69	38	170	51	61	37	149	47	55	32	134
Camden	100	28	54	35	117	25	50	30	105	21	53	31	105
Capac	233	53	100	62	215	46	86	51	183	42	81	41	164
Caro	639	135	186	369	690	114	147	225	486	112	142	207	461
Carson City	318	......	......	......	......	......	......	......	......	......	......	......	......
Carsonville	224	......	85	90	175	......	53	64	117	......	46	45	91
Caseville	282	32	62	71	165	30	43	49	122	28	37	45	110
Casnovia	80	......	44	57	101	......	39	46	85	......	29	32	61
Cass City	428	99	80	200	379	99	75	152	326	85	68	150	303
Cassopolis	343	68	125	142	335	59	118	132	309	54	112	128	294
Cedar Springs	249	58	75	142	275	43	58	112	213	50	65	133	248
Central Lake	348	36	101	205	342	27	78	154	259	25	62	142	229
Centreville	172	77	28	61	166	52	26	60	138	65	23	47	135
Charlevoix	770	116	217	360	693	103	181	261	545	97	167	239	503
Chelsea	438	85	137	193	415	78	118	151	347	75	113	141	329
Chesaning	329	54	103	151	308	44	80	119	243	42	71	110	223
Clarkston	162	......	......	......	......	......	......	......	......	......	......	......	......

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*Where a blank occurs the item was not reported.

†*Superintendent included.*

‡*Not legally graded.*

TABLE XVII.—CONTINUED.

by superintendents for the school year 1902–1903.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	Number of special teachers.
High school department.	Grammar department.	Primary department.	Whole school.	High school department.		Grammar department.		Primary department.		†Whole school.			
				Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
80	93	65	79	2	......	......	1	......	2	2	3	......	......
90	88	87	88	.6	1	......	2	......	5	1	8	1-3	......
98	97	93	96	3.5	2	......	5	......	7	4	14	1-2	2
......	......	......	......	.4	2.4	......	2.3	......	8.3	1	13	5-8	......
95	96	94	95	.9	1	......	2	......	2	1	5	1-8	......
95	93	79	89	1	1	......	1	......	3	1	5	......	......
67	62	64	64	1	......	......	1	......	1	1	2	......	......
93	96	93	94	1	......	......	1	......	2	1	3	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	84	75	80	......	......	1	......	......	1	1	1	......	......
95	94	91	93	1	1	......	2	......	1	1	4	......	......
87	90	86	87	.8	2	......	4	......	4	1	10	1-4	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
99	92	91	94	1	......	1	.8	......	1.2	2	2	......	......
89	84	85	86	1.6	1	......	1	......	4	2	6	1-3	......
88	84	96	89	.8	1	......	1	......	2	1	4	1-6	
66	78	69	71	1	......	......	1	......	2	1	3	......	......
95	96	89	93	.8	1	......	2.4	......	3.6	1	7	1-6	1
95	90	91	92	.8	2	......	2	......	2	1	6	1 5	1
97	96	98	97	.8	1	......	1.5	......	1.5	1	4	1-5	......
85	81	76	81	1	1	......	2	......	2	1	5	......	......
94	96	92	94	.8	2	......	3	......	2	1	7	1-5	......
95	94	93	94	.8	1	......	1	......	2	1	4	1-4	......
87	83	93	87	1	......	......	1	......	2	1	3	......	......
86	......	......	......	1	2	......	1	......	1	1	4	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
92	94	73	86	1	1	......	3	......	5	1	9	......	......
......	......	......	56	.5	......	.5	1	......	3	1	3	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
90	90	91	90	1	1	......	2	......	2	1	5	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
92	92	84	89	.8	1	......	2.5	......	2 5	1	6	1-4	......
97	92	90	93	2	......	......	1	......	2	2	3	......	......
70	69	71	70	1	......	......	1	......	2	1	3	......	......
98	95	94	96	1.6	2	......	4	......	4	2	10	3-7	1
87	92	92	90	1	......	......	1	......	1	1	2	......	......
92	95	98	95	.6	2	......	2	......	2	1	6	1-3	......
87	70	73	77	1	......	......	1	......	1	1	2	......	......
90	90	93	91	1	......	......	2	......	1	1	3	......	......
93	96	90	93	1	1	......	1	......	1	1	3	......	......
79	81	66	75	1.8	......	......	2	1	......	3	2	1-6	......
......	......	......	......	1.5	2	......	4	......	5	2	11	1-2	1
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	89	71	80	......	......	1	1	......	1	1	2	......	......
93	86	89	89	.8	......	......	1	......	1	1	2	1-5	......
......	89	79	84	......	......	1	1	......	1	1	2	......	......
86	84	87	86	.9	1	......	2	......	3	1	6	1-10	......
96	94	93	94	.6	2	......	4	......	2	1	8	1-3	......
......	......	......	......	.8	2	......	2	......	2	1	6	1-5	......
92	79	92	89	.9	1	......	2	......	3	1	6	1-7	......
83	83	81	82	1	1	1	......	......	3	2	4	......	......
93	91	92	92	.5	3	......	5	......	7	1	15	1-2	1
96	96	93	95	.8	3	......	4	......	4	1	11	1-4	1
......	......	......	......	.6	2	......	3	......	2	1	7	1-3	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......

*TABLE XVII.—CONTINUED.

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Clayton	128	60	33	42	135	58	30	42	130	42	29	40	111
‡Clifford	......	......	......	......	......	......	......	......	......	......	......	......	......
Climax	141	30	50	48	128	28	38	31	97	21	30	31	82
Clinton	251	62	75	94	231	56	72	90	218	52	70	82	204
Clio	173	41	60	86	187	36	58	79	173	34	53	75	162
Coleman	381	27	119	242	388	19	93	181	293	16	82	142	240
Coloma	232	34	73	113	220	30	69	91	190	28	60	80	168
Columbiaville	163	39	41	78	158	28	33	61	122	26	34	44	104
Concord	144	33	34	49	116	32	32	46	110	27	33	47	107
Constantine	294	48	60	177	285	40	49	139	228	38	46	128	212
Coopersville	215	56	50	87	193	46	44	77	167	45	34	65	144
Copemish	131	30	45	62	137	22	27	35	84	22	27	35	84
Croswell	416	54	106	197	357	37	90	170	297	33	85	129	247
‡Croton	......	......	......	......	......	......	......	......	......	......	......	......	......
Custer	130	28	29	48	105	16	17	32	65	15	16	30	61
Dansville	112	41	43	38	122	37	37	30	104	37	34	27	98
Davison	217	75	55	104	234	62	44	80	186	57	40	79	176
Dearborn	326	28	93	126	247	25	93	126	244	20	77	111	208
Decatur	358	71	106	133	310	63	93	117	273	58	83	106	247
Deckerville	170	7	58	66	131	7	50	53	110	7	26	31	64
Deerfield	191	38	34	119	191	38	34	119	191	35	32	110	177
Delray	1,817	44	510	784	1,338	39	465	734	1,238	36	440	710	1,186
Detour	394	25	107	83	215	20	100	63	183	18	65	73	156
Dexter	278	59	102	101	262	55	93	87	235	54	84	79	217
Douglas	172	28	41	40	109	20	36	32	88	18	32	29	79
Dryden	135	32	28	43	103	......	......	......	......	......	......	......	......
Dundee	343	110	68	60	238	106	65	53	224	97	57	48	202
Durand	507	......	......	......	......	......	......	......	......	......	......	......	......
‡Eagle	......	......	......	......	......	......	......	......	......	......	......	......	......
‡East Grand Rapids	......	......	......	......	......	......	......	......	......	......	......	......	......
East Jordan	413	66	89	164	319	64	79	170	313	56	74	138	268
Eau Claire	132	40	39	51	130	32	33	41	106	35	30	31	96
Edmore	287	48	101	103	252	38	67	71	176	36	62	68	166
Elkton	301	56	58	143	257	28	65	44	137	......	......	......	......
Elsie	223	38	92	83	219	33	64	69	166	30	57	58	145
‡Emmett	......	......	......	......	......	......	......	......	......	......	......	......	......
Empire	216	72	59	42	173	60	50	35	145	56	45	28	129
Essexville	575	§	68	85	153	§	60	81	141	§	58	75	133
Evart	465	87	138	223	448	72	115	158	345	70	111	153	334
Farmington	194	23	42	68	133	22	40	64	126	19	35	58	112
Farwell	280	50	79	118	247	32	60	100	192	26	52	66	144
Fenton	603	124	213	310	647	111	158	194	463	106	144	179	429
Fennville	252	......	......	......	......	......	......	......	......	......	......	......	......
Fife Lake	165	23	78	40	141	21	71	38	130	16	65	26	107
Flushing	220	68	72	120	260	50	50	82	182	48	45	80	173
Forestville	112	......	......	......	......	......	......	......	......	......	......	......	......
‡Fowler	......	......	......	......	......	......	......	......	......	......	......	......	......
Fowlerville	274	77	74	92	243	65	57	71	193	63	53	56	172
Frankfort	630	57	203	330	590	42	150	228	420	40	130	204	374
‡Fraser	......	......	......	......	......	......	......	......	......	......	......	......	......
Fremont	432	46	105	228	379	39	99	212	350	38	96	169	303
Fruitport	137	......	42	59	101	......	28	42	70	......	21	31	52
Gagetown	176	......	23	64	87	......	23	40	63	......	23	63	86

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* Where a blank occurs the item was not reported.
† Superintendent included.
‡ Not legally graded.
§ Pupils above eighth grade attend Bay City high school.

*TABLE XVII.—CONTINUED.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	Number of special teachers.
High school department.	Grammar department.	Primary department.	Whole school.	High school department.		Grammar department.		Primary department.		†Whole school.			
				Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
88	87	......	......	1	1	......	1	......	1	1	3	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
76	93	72	80	1	......	......	1	1	1	2	2	......	......
......	......	......	93	.9	2	......	2	......	2	1	6	1 7	......
87	91	89	89	1.9	......	......	2	......	2	2	4	1-8	......
86	86	79	84	1.9	......	......	2	......	4	2	6	1-8	......
80	82	72	78	1	.5	......	1.5	......	2	1	4	......	......
93	82	78	84	1	1	......	2	......	1	1	4	......	......
97	94	98	96	1	1	1	......	......	2	2	3	......	......
......	......	......	......	.6	2	......	2	......	3	1	7	1-3	......
93	68	81	81	1	1	1	......	......	2	2	3	......	......
75	70	60	68	1	......	......	1	......	1	1	2	......	......
75	80	85	80	.8	1	......	2	......	3	1	6	1-4	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
88	72	60	73	1	......	......	1	......	1	1	2	......	......
99	93	91	94	1.8	......	......	1	......	1	2	2	1-6	......
93	91	97	94	1.8	......	......	2	......	2	2	4	1-6	......
74	82	88	81	.8	1	......	2	......	2	1	5	1-6	......
92	90	90	91	.9	2	......	2	......	3	1	7	1-8	......
......	......	......	75	1	......	......	1	......	1	1	2	......	......
......	......	......	......	1	......	......	1	......	3	1	4	......	......
......	......	......	......	1	1	1	10	......	14	3	25	All	1
90	65	88	81	1	......	......	2	......	1	1	3	......	......
98	90	91	93	.6	2	......	2	......	2	1	6	1-3	1
90	89	90	90	1	......	......	1	......	1	1	2	......	......
......	......	......	......	1	......	......	1	......	1	1	2	......	......
90	87	91	90	.9	1.5	......	2.5	......	4	1	8	1-8	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	91	.6	2	1	1	......	4	2	7	......	......
87	74	60	73	1	......	......	1	......	1	1	2	......	......
95	94	96	95	1	......	......	2	......	2	1	4	......	......
......	......	......	......	1	......	......	2	......	2	1	4	......	......
90	89	84	87	1	......	......	2	......	2	1	4	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
88	90	80	86	1	......	......	1	......	1	1	2	......	......
......	......	......	93	......	......	1	1	......	2	1	3	......	......
82	86	70	79	.5	2	......	4	......	5	1	11	1-2	......
95	92	90	92	1	......	......	2	......	1	1	3	......	......
84	85	66	78	1	......	......	2	......	2	1	4	......	......
95	91	92	93	1.7	1	1	3	......	6	3	10	2-7	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
70	83	76	76	1	......	......	2	......	1	1	3	......	......
85	79	75	80	1	1	1	......	......	3	2	4	1-12	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
95	91	90	92	.8	1.5	......	2	......	2.5	1	6	1-4	......
95	86	89	90	.5	1	......	4.5	......	5.5	1	11	1-2	1
......	......	......	......	......	......	......	......	......	......	......	......	......	......
94	90	81	88	.8	1	......	4	......	4	1	9	1-6	......
......	76	90	83	......	......	1	......	......	1	1	1	......	......
......	......	......	......	......	......	1	......	......	1	1	1	......	......

*TABLE XVII.—CONTINUED.

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Gaines	108	35	27	30	92	31	25	28	84	26	24	27	77
Galesburg	157	80	50	47	177	80	50	47	177	75	45	45	165
Galien	175	22	66	67	155	18	56	51	125	16	56	50	121
Garden	429	......	......	......	......	......	......	......	......	......	......	......	......
Gaylord	508	59	101	301	461	45	79	216	340	43	70	170	283
‡Glenwood	......	......	......	......	......	......	......	......	......	......	......	......	......
Gobleville	181	72	64	52	188	71	63	51	185	57	49	32	138
Grandville	222	51	53	81	185	38	39	76	153	36	38	67	141
‡Grant	......	......	......	......	......	......	......	......	......	......	......	......	......
Grass Lake	197	59	65	73	197	56	59	68	183	54	53	73	180
Grosse Pointe	234	......	......	......	......	......	......	......	......	......	......	......	......
‡Grosse Pointe Farms	......	......	......	......	......	......	......	......	......	......	......	......	......
‡Hamtramck	......	......	......	......	......	......	......	......	......	......	......	......	......
Hancock	1,730	132	353	1,413	1,898	103	159	570	832	100	156	551	807
Hanover	115	61	46	28	135	54	36	22	112	52	34	20	106
Harbor Beach	403	36	95	184	315	34	82	158	274	32	76	130	238
Harbor Springs	381	......	......	......	......	......	......	......	......	......	......	......	......
Harrietta	161	......	......	......	......	......	......	......	......	......	......	......	......
Harrisville	229	25	52	98	175	25	48	90	163	17	33	71	121
Hart	449	68	167	178	413	58	124	126	308	55	113	118	286
Hartford	354	75	80	203	358	58	71	159	288	56	66	144	266
Hersey	116	41	38	47	126	36	37	41	114	34	35	32	101
Hesperia	225	90	44	71	205	60	35	60	155	55	32	54	141
Highland Park	107	......	65	89	154	......	50	66	116	......	43	58	101
Hillman	259	......	......	......	......	......	......	......	......	......	......	......	......
Holly	457	80	134	222	436	62	81	139	282	60	74	131	265
Homer	260	105	67	122	294	98	62	111	271	88	53	91	232
Houghton	1,683	122	282	824	1,228	99	232	599	930	97	213	549	859
Howard City	439	51	124	200	375	42	97	134	273	40	90	124	254
Howell	553	164	159	235	558	146	152	209	507	139	147	194	480
Hubbardston	151	28	30	41	99	24	25	37	86	23	24	34	81
Imlay City	365	64	118	171	353	58	108	159	325	57	105	151	313
Iron River	543	10	89	185	284	8	81	178	267	8	84	176	268
Ithaca	562	91	157	345	593	79	126	247	452	74	115	229	418
Jerome	91	......	......	......	......	......	......	......	......	......	......	......	......
Jonesville	327	72	114	172	358	66	88	121	275	64	86	113	263
Kalkaska	365	62	109	190	361	52	89	146	287	49	84	124	257
Kingsley	182	47	55	80	182	40	49	61	150	33	39	43	115
Kingston	160	......	63	77	140	......	51	59	110	......	47	44	91
Laingsburg	167	55	34	40	129	50	30	35	115	48	28	34	110
Lake Ann	87	......	24	52	76	......	24	32	56	......	20	27	47
Lake City	225	25	19	155	199	18	16	140	174	16	15	120	151
Lake Linden	1,866	149	205	762	1,116	134	182	580	896	133	179	565	877
Lake Odessa	347	74	108	196	378	51	85	135	271	48	81	128	257
Lakeview	329	80	106	186	372	65	86	139	290	62	79	118	259
L'Anse	......	......	......	......	......	......	......	......	......	......	......	......	......
Laurium	7,657	250	1,211	4,050	5,511	227	1,090	3,775	5,092	206	969	3,360	4,535
Lawrence	201	65	70	78	213	63	67	61	191	62	66	62	190
Lawton	232	41	126	55	222	35	120	50	205	30	115	49	194
Leonard	129	30	40	44	114	25	30	35	90	22	24	24	70
LeRoy	187	25	24	118	167	20	20	92	132	17	18	81	116
Leslie	280	55	73	83	211	45	70	75	190	42	65	70	177
Lexington	188	50	64	69	183	45	55	60	160	42	53	55	150
Linden	179	50	50	50	150	40	40	40	120	......	......	......	......

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* Where a blank occurs the item was not reported.
† Superintendent included.
‡ Not legally graded.

*TABLE XVII.—CONTINUED.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	No. of special teachers.
High school department.	Grammar department.	Primary department.	Whole school.	High school department.		Grammar department.		Primary department.		†Whole school.			
				Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
80	90	90	87	1	......	......	1	......	1	1	2	......	......
98	97	96	97	.8	2	......	1.5	......	1.5	1	5	1-5	......
73	85	76	78	.8	.2	.2	1.4	......	1.4	1	3	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	......	1	1.5	......	2	......	4.5	1	8	1-12	1
......	......	......	......	......	......	......	......	......	......	......	......	......	......
80	71	62	71	1	1	1	1	......	1	2	3	......	......
94	97	88	93	1	......	......	1	......	2	1	3	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	......	.9	2	......	2	......	1	1	5	1-10	1
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
98	97	96	97	2.1	3	......	5	......	14	3	22	6-7	......
96	94	90	93	1	.4	......	1.3	......	1.3	1	3	......	......
95	92	82	89	.9	1	......	2	......	4	1	7	1-8	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
68	68	78	71	.8	......	......	1	......	2	1	3	1-6	......
94	93	92	93	.8	1	......	4	......	4	1	9	1-4	1
95	95	95	95	1	2.4	......	1.6	......	3	1	7	......	......
94	94	80	89	.8	1	......	1	......	1	1	3	1-6	1
......	......	......	......	.8	1	......	1	......	2	1	4	1-6	......
......	86	88	87	......	......	.9	1	......	2	1	3	1-10	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
97	91	94	91	.8	2	......	2	......	3	1	7	1-5	......
95	96	93	95	.8	2	......	3	......	2	1	7	1-4	1
97	96	93	95	4	2	......	6	1	19	6	27	All	1
95	92	88	92	.9	1	......	2	......	5	1	8	1-6	1
95	97	92	95	2	4	......	5	......	6	2	15	......	1
96	96	91	94	1	......	......	1	......	1	1	2	......	......
90	92	93	92	.9	1	......	3	......	3	1	7	1-7	......
80	94	95	89	1	......	......	2	......	5	1	7	......	......
96	91	91	93	.5	3	......	3	......	5	1	11	1-2	1
......	......	......	......	......	......	......	......	......	......	......	......	......	......
96	98	94	96	.9	1.7	......	2	......	3	1	6.8	1-8	.2
91	94	85	90	.8	1	......	2	......	4	1	7	1-6	......
85	80	70	78	1	1	......	1	......	1	1	3	......	......
......	65	57	61	......	......	1	......	......	1	1	1	......	......
......	......	......	......	.9	1	......	2	......	1	1	4	1-6	......
......	80	76	78	......	......	......	1	......	1	......	2	......	......
64	79	77	73	......	1	......	1	......	4	......	6	1-10	......
99	98	97	98	.3	6	......	5	......	16	1	27	2-3	2
95	95	96	95	.8	.5	......	3.5	......	4	1	8	1-4	......
95	92	85	91	1.3	1	1.5	1	......	3	3	5	1-8	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	94	7	8	1	20	1	94	10	122	All	3
98	94	80	91	1	1.5	......	2	......	1.5	1	5	......	1
85	95	97	92	1	1	......	2	......	2	1	5	......	......
90	80	70	80	1	......	......	1	......	1	1	2	......	......
87	85	85	86	1	......	......	1	......	1	1	2	......	......
93	93	93	93	.8	1	......	2	......	2	1	5	1-5	......
......	......	......	......	.8	1	......	2	......	1	1	4	1-6	......
......	......	......	......	1	1	......	1	......	1	1	3	......	......

*TABLE XVII.—Continued.

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Lisbon	110	25	24	36	85	22	23	30	75	20	20	24	64
Litchfield	166	50	42	65	157	42	39	58	139	39	37	55	131
Lowell	648	105	161	192	458	90	150	183	423	81	142	170	393
Luther	278	......	......	......	......	......	......	......	......	......	......	......	......
Lyons	172	28	92	48	168	26	88	40	154	24	72	35	132
Mackinaw City	234	30	83	67	180	23	61	46	130	20	56	44	120
Mancelona	540	46	112	340	498	38	104	254	396	40	87	217	344
Manchester	351	72	94	141	307	63	79	118	260	60	72	110	242
Manton	313	51	144	230	425	45	75	192	312	38	61	113	212
Maple Rapids	170	26	52	68	146	20	42	45	107	19	39	44	102
Marcellus	254	63	95	114	272	52	79	91	222	51	72	86	209
Marion	252	38	80	163	281	34	33	121	188	32	31	115	178
Marlette	259	70	105	125	300	......	......	......	......	......	......	......	......
‡Maybee	......	......	......	......	......	......	......	......	......	......	......	......	......
Mayville	249	36	66	139	241	33	60	113	206	34	61	114	209
McBain	229	45	48	174	267	......	......	......	......	......	......	......	......
McBrides	168	46	55	60	161	44	50	55	149	33	39	47	119
Mecosta	171	30	44	66	140	25	43	60	128	25	30	29	84
Memphis	217	43	58	72	173	39	57	60	156	34	46	42	122
Mendon	244	49	27	144	220	42	23	112	177	42	23	103	168
‡Merrill	......	......	......	......	......	......	......	......	......	......	......	......	......
Mesick	127	31	40	52	123	......	......	......	......	23	29	28	80
Metamora	100	40	32	39	111	29	28	32	89	24	20	24	68
Middleville	210	......	......	......	......	......	......	......	......	......	......	......	......
Milan	299	67	110	96	273	61	94	77	232	54	83	60	197
Milford	235	56	32	114	202	48	21	92	161	45	19	81	145
Millersburg	220	......	......	......	......	......	......	......	......	......	......	......	......
Millington	213	......	......	......	......	......	......	......	......	......	......	......	......
Minden	192	......	55	85	140	......	42	50	92	......	55	85	140
Montague	329	48	84	117	249	46	80	105	231	43	74	95	213
‡Montrose	......	......	......	......	......	......	......	......	......	......	......	......	......
Morenci	289	62	97	120	279	51	92	88	231	48	78	78	204
Morley	142	40	26	32	98	40	26	32	98	38	22	28	88
Morrice	151	27	45	84	156	24	36	47	107	24	33	43	100
Mt. Morris	180	48	69	60	177	43	57	47	147	39	46	41	126
Muir	127	24	22	65	111	21	20	62	103	19	17	55	91
Munising	733	27	253	260	540	26	222	241	489	26	222	241	489
Muskegon Heights	341	18	102	178	298	18	102	178	298	15	59	135	209
Nashville	305	82	152	79	313	71	146	60	277	70	141	60	271
‡Naubinway	......	......	......	......	......	......	......	......	......	......	......	......	......
Newaygo	478	65	108	257	430	55	86	187	328	53	81	173	307
New Baltimore	236	40	39	40	119	31	28	31	90	31	28	33	92
Newberry	454	40	70	280	390	35	76	174	285	33	71	160	264
New Boston	109	......	......	......	......	......	......	......	......	......	......	......	......
New Buffalo	189	30	74	62	166	30	74	62	166	26	65	50	141
New Haven	170	58	41	58	157	48	36	47	131	38	30	40	108
North Adams	122	69	43	44	156	65	41	43	149	63	37	38	138
North Branch	191	83	69	59	211	79	66	53	198	72	63	47	182
Northville	456	64	139	236	439	58	137	211	406	52	120	207	379
Oakley	103	......	35	47	82	......	29	36	65	......	24	28	52
Olivet	206	87	83	95	265	80	70	76	226	72	62	69	203
Onekama	173	33	49	55	137	30	49	37	116	25	36	36	97
Ontonagon	476	......	......	......	......	......	......	......	......	......	......	......	......
Ortonville	106	......	......	......	......	......	......	......	......	......	......	......	......
Orion	259	38	38	100	176	35	30	78	143	32	29	68	129

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* Where a blank occurs the item was not reported.

† Superintendent included.

‡ Not legally graded.

*TABLE XVII.—CONTINUED.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	Number of special teachers.
High school department.	Grammar department.	Primary department.	Whole school.	High school department.		Grammar department.		Primary department.		†Whole school.			
				Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
90	90	83	87	1	......	......	1	......	1	1	2	......	......
92	95	94	94	1	1	......	1	......	2	1	4	......	......
93	95	90	93	.5	2	......	6	......	5	1	13	1-2	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
87	80	74	80	1	1	......	2	......	1	1	4	......	......
81	72	79	77	.8	......	......	2	......	1	1	3	1-6	......
89	83	83	85	.8	1	1	2	......	7	2	10	1-6	......
95	94	94	94	.9	2	......	2	......	3	1	7	1-8	......
83	80	60	74	1.9	......	......	2	......	4	2	6	1-8	......
95	93	97	95	1	......	......	1.5	......	1.5	1	3	......	......
98	91	94	94	1.8	2	......	2	......	2	2	6	1-4	......
......	......	......	......	1	......	......	1.4	......	2.6	1	4	......	......
......	......	......	93	......	......	......	......	......	......	2	7	1-4	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
94	92	81	89	1	1	......	1	......	2	1	4	......	......
......	......	......	......	1	......	......	1	......	3	1	4	......	......
......	......	......	......	1	......	......	1	......	1	1	2	......	......
......	......	......	......	1	......	......	1	......	1	1	2	......	......
87	82	69	79	1	.5	......	1.3	......	1.2	1	3	......	......
85	85	78	83	1.9	1	1	1	......	2	3	4	1 8	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
90	87	89	89	1	......	......	1	......	1	1	2	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	......	1	2	......	3	......	3	1	8	......	......
84	72	68	74	.8	2	......	2	......	3	1	7	1 6	1
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	65	26	46	......	......	1	......	......	1	1	1	......	......
94	92	91	92	1.8	......	1	1	......	3	3	4	1 4	1
......	......	......	......	......	......	......	......	......	......	......	......	......	......
94	85	89	89	.8	1.5	......	2	......	2.5	1	6	1 4	......
95	84	87	89	1	......	......	1	......	1	1	2	......	......
98	97	91	95	1	......	......	1.5	......	1.5	1	3	......	......
......	......	......	......	1	1	......	1	......	1	1	3	......	......
77	94	79	83	1	......	......	1	......	2	1	3	......	......
......	......	......	91	.5	2	1	6	......	8	2	16	1 2	1
90	90	90	90	1	......	......	3	......	3	1	6	......	......
......	......	......	......	1.8	2	......	3	......	2	3	7	1 4	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
96	93	89	93	1	1	......	2	......	4	1	7	......	......
97	94	87	93	1	1	......	1	......	1	1	3	......	......
92	91	92	92	1.8	1	......	2	......	5	2	8	1-6	2
......	......	......	......	......	......	......	......	......	......	......	......	......	......
86	87	80	84	1	......	......	2	......	1	1	3	......	......
83	73	71	76	1	......	......	1	......	1	1	2	......	......
85	90	86	87	1	1	......	1	......	1	1	3	......	......
......	......	......	91	.8	1	......	2	......	2	1	5	1 6	......
92	91	89	91	.9	2	......	3	......	4	1	9	1 8	1
......	68	59	63	......	......	1	......	......	1	1	1	......	......
88	88	90	88	.8	1	......	2	......	2	1	5	1-6	......
83	72	87	81	1	......	......	1	......	1	1	2	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
91	93	88	91	.9	1	......	1	......	2	1	4	1 10	......

*TABLE XVII.—CONTINUED.

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Oscoda	455	51	43	145	239	50	40	143	233	45	36	129	210
Otisville	143	43	39	35	117	24	21	19	64	24	21	18	63
Otsego	627	108	170	240	518	98	160	210	468	95	154	208	457
Otter Lake	101												
Ovid	364	101	133	152	386	90	110	126	326	88	109	123	320
Oxford	268	76	77	101	254	65	71	90	226	71	67	84	222
Parma	161	46	41	63	150	43	37	50	130	41	34	44	119
Paw Paw	407	115	116	125	356	108	106	110	324	102	100	104	306
Pentwater	342	42	102	193	337	36	88	143	267	35	84	136	255
‡Perrington													
Perry	203	38	80	87	205	32	68	82	182	30	56	70	156
Petersourg	198	35	36	87	158	30	44	67	141	29	43	58	130
Pewamo	150	19	52	58	129	18	43	48	109	16	41	43	100
Pierson	114		46	42	88		46	42	88		28	30	58
Pinckney	126	35	14	64	113	25	14	64	103	23	12	56	91
Pinconning	348	22	77	145	244	18	62	117	197	17	60	80	157
Plainwell	330	114	94	146	354	102	80	105	287	97	71	91	259
Plymouth	477	74	124	236	434	69	110	174	353	66	103	156	325
Port Austin	301	21	27	139	187	17	25	101	143	14	24	85	123
Port Hope	190	30	35	36	101	30	35	36	101				
Portland	462	90	170	222	482	68	94	144	306	65	90	140	295
Port Sanilac	128	40	29	42	111	37	29	42	108	23	21	28	72
Potterville	159	36	46	70	152	24	35	57	116	20	34	46	100
Quincy	344	84	80	125	289	77	80	110	267	74	77	99	250
Reading	235	69	84	92	245	60	81	82	223	59	73	76	208
Reed City	684	78	170	330	578	75	155	225	455	68	140	210	418
Reese	185												
Richland	103	42	20	36	98	36	19	32	87	33	18	29	80
Richmond	195	57	59	65	181	44	47	38	129	41	44	29	114
River Rouge	866	20	110	346	476	17	104	340	461	17	100	330	447
Rochester	404	47	111	163	321	41	102	112	255	37	86	102	225
Rockford	212	48	74	88	210	42	58	57	157	41	52	58	151
Rogers	295	80	40	68	188					70	33	54	157
Romeo	444	95	129	171	395	79	99	111	289	78	98	103	279
Roscommon	239	36	38	56	130	34	36	54	124	32	35	50	117
Royal Oak	281	60	79	93	232	56	73	88	217	53	67	74	194
Saline	227	50	77	87	214	45	61	76	182	41	61	71	173
Sand Lake	117	43	28	41	112	40	28	39	107	33	24	32	89
Sanilac Centre	299												
Saranac	273	46	125	104	275	78	113	87	236	39	113	72	224
Saugatuck	240	55	34	138	227	44	24	123	191	44	25	119	188
Schoolcraft	198	35	54	97	186	33	50	90	173	32	48	86	166
Scottville	257	48	108	80	236	34	86	78	198	35	86	51	172
Sebewaing	603	30	144	251	425	13	66	159	238	17	50	133	200
Shelby	387	87	100	204	391	69	84	146	299	64	79	130	273
Shepherd	295	21	99	144	264	19	93	118	230	18	90	110	218
Sheridan	170	20	45	75	140	16	40	74	130	15	30	80	125
Sherman	134												
Sherwood	147	26	46	72	144	21	41	56	118	20	32	38	90
‡Sibley													
South Frankfort	196	18	72	108	198	15	68	97	180	12	50	62	124
South Lyon	194	62	41	104	207	53	25	80	158	53	25	80	158
Sparta	372	60	106	182	348	59	98	171	328	51	81	138	270
Spring Lake	288	25	61	79	165	22	45	65	132	20	41	54	115

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* Where a blank occurs the item was not reported.
† Superintendent included.
‡ Not legally graded.

*TABLE XVII.—CONTINUED.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	No. of special teachers.
				High school department.		Grammar department.		Primary department.		†Whole school.			
High school department.	Grammar department.	Primary department.	Whole school.	Men.	Women.	Men	Women.	Men.	Women.	Men.	Women.		
96	92	86	91	.7	1	......	1	......	3	1	5	1-3	......
......	......	......	......	1	......	1	......	1	......	3	......	......	......
......	......	......	......	.6	3	......	5	......	5	1	13	3-7	2
......	......	......	......	......	......	......	......	......	......	......	......	......	......
98	98	97	98	1.8	1	......	2	......	4	2	7	1-4	......
93	95	92	93	.8	2.5	......	2	......	2	1	6.5	1-4	.5
96	91	87	91	1.9	......	1	.7	......	1.3	3	2	1-8	1
96	97	96	96	.8	3	1	1.5	......	2.5	2	7	1-5	1
97	95	94	95	.8	1	......	2	......	4	1	7	1-6	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
92	......	......	......	.8	1	......	2	......	2	1	5	1-4	......
94	97	86	93	.8	1	......	1.4	......	1.6	1	4	1-5	......
94	87	92	91	1	......	......	1	......	1	1	2	......	......
......	78	81	80	......	......	1	......	......	1	1	1	......	......
......	......	......	90	1	......	......	1	......	2	1	3	......	......
81	78	65	71	.9	1	......	1	......	2	1	4	1-8	......
97	92	90	93	.8	2.5	......	2.5	......	3	1	.8	1-4	1
95	94	89	92	.7	2	......	3	......	5	1	10	2-7	1
80	93	76	82	1	......	1	......	......	2	2	2	......	......
91	92	94	93	1	......	......	1	......	1	1	2	......	......
......	......	......	......	......	4.5	......	4	......	4	......	13	1-2	......
86	75	79	80	1	......	1	......	......	1	2	1	......	......
83	90	94	89	1	......	......	1	......	1	1	2	......	......
96	96	90	94	.8	2	......	2	......	3	1	7	1 4	......
88	93	85	89	.8	2	......	2	......	2	1	6	1-6	......
91	90	93	91	.5	3	......	4	......	6	1	13	1-2	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
93	95	92	94	1.9	......	......	1	......	1	2	2	1-10	......
63	74	44	60	1	1	......	1	......	1	1	3	......	......
96	96	97	96	.5	......	......	......	......	......	1	11	1-2	......
79	78	64	74	.8	1	......	2	......	3	1	6	1-6	......
85	71	76	77	1	1	......	2	......	2	1	5	......	......
......	......	......	......	1	......	2	......	1	1	4	1	......	......
98	98	93	96	1.6	2	......	2.5	......	3.5	2	8	2-5	1
......	......	......	......	1	......	......	1	......	1	1	2	......	......
84	83	79	82	.9	1	......	1.5	......	1.5	1	4	1-8	......
90	86	93	89	.9	3	......	1	......	2	1	6	1-8	1
81	82	80	81	1	......	......	1	......	1	1	2	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
92	90	75	86	1	1	1	1	......	3	2	5	......	......
79	84	92	85	1	1	......	1	......	3	1	5	......	......
97	96	96	96	.8	1	......	2	......	2	1	5	1 8	......
73	80	63	72	.8	1	......	2	......	2	1	5	1 4	......
73	53	62	62	1	......	1	......	......	3	2	3	......	......
92	85	87	88	1	1	......	3	......	3	1	7	......	......
94	97	91	94	1	......	1	1	......	2	2	3	......	......
......	......	......	73	1	......	......	1	......	1	1	2	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
95	79	68	81	1	......	1	......	......	2	2	2	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	86	.8	......	......	2	......	2	1	4	1-5	......
53	63	80	65	1	1	......	1	......	2	1	4	......	......
86	82	81	83	.9	1	......	2.5	......	3.5	1	7	1 8	......
......	......	......	87	.8	......	......	2	......	2	1	4	1 5	......

*TABLE XVII.—CONTINUED.

Incorporated villages.	School population from inspector's report.	Enrollment.				Average number belonging.				Average daily attendance.			
		High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.
Springport	139	54	26	61	141	47	23	56	126	46	22	52	120
Stambaugh	523	29	107	267	403	20	90	225	335	18	80	200	298
St. Charles	538	37	94	303	434	28	70	207	305	28	65	183	276
St. Johns	967	181	290	465	936	160	229	327	716	153	214	303	670
Stephenson	1,313												
Stevensville	262	24	39	109	172	23	37	101	161	20	33	78	131
Stockbridge	188	40	53	93	186	34	51	89	174	34	49	86	169
‡Sunfield													
Sutton's Bay	230	43	48	56	147	27	32	40	99	19	26	33	78
Tecumseh	589	133	201	223	557	117	172	176	465	113	159	168	440
Tekonsha	163	34	75	45	154	30	66	34	130	28	59	26	113
Thompsonville	371	34	118	177	329	27	96	120	243	25	80	154	259
Three Oaks	410	43	104	162	309	38	90	138	266	37	86	128	251
Trenton	400	24	121	190	335	17	96	144	257	17	99	120	236
Tustin	173	20	52	60	132	17	44	48	109	15	41	41	97
‡Ubly													
Union City	390	92	107	197	396	78	89	138	305	72	83	132	287
Unionville	225	39	57	87	183	33	59	70	162	24	47	52	123
Utica	239	27	38	81	146	25	35	70	130	23	30	59	112
Vandalia	134	24	44	54	122	21	40	45	106	22	41	48	111
Vanderbilt	169												
Vassar	524	94	136	239	469	78	106	168	352	75	99	153	327
Vermontville	202	68	67	93	228	61	55	80	196	60	62	70	192
Vernon	141	31	42	55	128	29	38	47	114	27	34	40	101
Vicksburg	259	71	70	81	222	62	57	59	178	60	55	56	171
Wakefield	549	18	76	296	390	18	75	280	373	17	70	260	347
Warren	115		53	43	96		43	36	79		36	27	63
Watervliet	340												
Wayland	151	83	36	56	175	77	32	56	165	69	25	36	130
Wayne	365	78	127	176	381	68	109	120	297	65	102	109	276
Webberville	161	16	51	58	125	30	25	39	94	27	29	30	86
West Branch	529												
‡Westphalia													
White Cloud	211	10	86	62	158	9	54	60	123	8	75	40	123
Whitehall	516	56	144	170	370	47	110	151	308	44	105	129	278
White Pigeon	174	52	35	60	147	47	30	55	132	46	28	52	126
Williamston	319	63	131	195	389	49	82	120	251	54	95	94	243
Woodland	108												
Woodmere	960												
Yale	412												
Zeeland	591	45	165	239	449	33	126	189	348	32	113	175	320

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* Where a blank occurs the item was not reported.
† Superintendent included.
‡ Not legally graded.

*TABLE XVII.—CONTINUED.

Percentage of attendance.				Number of regular teachers employed.								Portion of superintendent's time devoted to supervision.	Number of special teachers.
High school department.	Grammar department.	Primary department.	Whole school.	High school department.		Grammar department.		Primary department.		† Whole school.			
				Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.		
98	96	94	96	.8	1	1	......	......	2	2	3	1-6	......
......	......	......	......	.6	1	......	2	1	6	2	9	1-3	......
95	90	88	91	.9	1	......	2	......	5	1	8	1-10	......
95	93	92	93	3.3	2	2	4	......	9	6	15	5-7	1
......	......	......	......	......	......	......	......	......	......	......	......	......	......
83	89	77	83	1	1	......	1	......	2	1	4	1 8	......
93	95	95	94	1	1	......	1.4	......	1.6	1	4	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
70	80	80	77	1	......	......	1	......	1	1	2	......	......
96	94	92	94	1.4	3	......	4	......	5	2	12	4 7	1
90	92	80	87	1	......	......	2	......	1	1	3	......	......
72	55	51	59	1	1	......	2	......	2	1	5	......	......
86	94	92	91	1	1	......	2	......	3	1	6	......	......
92	92	86	90	.8	2	......	3	......	3	1	8	1-4	......
92	93	87	91	1	......	......	1	......	1	1	2	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
92	93	90	92	1.8	2	......	3	......	5	2	10	1-4	1
81	88	96	88	1	......	......	1	......	1	1	2	......	......
90	85	74	83	1	1	......	1	......	2	1	4	......	......
92	93	98	94	1	......	1	1	......	1	2	2	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
96	91	91	92	.7	3	......	3	......	5	1	11	2-7	......
98	94	85	92	1	2	......	1	......	2	1	5	......	......
93	89	85	89	1	......	......	1	......	2	1	3	......	......
95	94	94	94	1.7	1	1	1	......	2	3	4	1-3	......
......	......	......	......	1	......	1	2	......	7	2	9	......	......
......	83	78	80	......	......	1	......	......	1	1	1	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
90	78	64	77	2	......	......	1	......	1	2	2	......	......
96	94	91	93	.8	2	......	3	......	3	1	8	1-4	1
86	89	86	87	1	......	......	1	......	1	1	2	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
90	87	66	77	1	......	......	2	......	1	1	3	......	......
89	......	......	80	.8	1	......	4	......	4	1	9	1·4	......
90	93	94	92	.8	1	......	2	......	2	1	5	1-6	......
94	96	94	94	.8	2	1	1	......	4	2	7	1-4	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
......	......	......	......	......	......	......	......	......	......	......	......	......	......
95	91	93	93	1	1	......	3	......	5	1	9	......	2

* TABLE XVII.—CONTINUED.

Incorporated cities.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Adrian	20	39	56	38	42	6	2	50	$20 00	$16 00	$12 00	18	14	10
Albion	28	37	37	34	29	3	1	33	15 20	13 30	13 30	....	....	....
Alpena	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Ann Arbor	23	....	† 35	31	226	8	5	239	18 00	15 00	4 50	18.5	14.6	10.4
Au Sable	28	66	45	44	....	....	8	8	....	....	....	16	....	....
Battle Creek	27	34	38	36	49	7	7	63	20 00	18 00	14 00	18.5	14	10
Bay City	23	31	34	31	42	10	7	59	25 00	12 50	10 00	18.9	14.6	11.4
Beaverton	10	39	54	41	....	....	....	26	....	....	....	....	12	8
Belding	19	39	36	31	29	3	....	32	16 00	16 00	....	18	13	9
Benton Harbor	26	37	39	36	32	9	4	45	18 00	14 40	14 40	18	14	10
Bessemer	19	41	38	36	3	....	....	3	....	....	....	17.5	14	11
Big Rapids	25	33	31	30	14	1	....	15	18 00	15 00	12 00	20	14	12
Cadillac	28	41	48	42	4	....	....	4	9 00	....	....	17	....	....
Charlotte	28	34	30	32	39	15	11	65	5 00	4 00	3 50	19	14	11.1
Cheboygan	30	33	43	38	5	3	....	8	15 00	15 00	12 50	18	....	....
Clare	22	46	53	43	13	....	....	13	10 00	....	....	....	....	....
Coldwater	21	36	42	35	26	9	11	46	20 00	16 00	12 00	18.8	15.8	11.7
Corunna	20	25	49	29	22	6	3	31	10 00	7 00	7 00	18	14	10
Crystal Falls	22	41	35	35	....	1	3	4	....	....	....	18	14	11
Detroit	19	28	39	33	87	....	....	87	50 00	28 00	28 00	....	....	....
Dowagiac	28	42	35	36	39	12	9	60	16 00	12 00	10 00	18.9	14.5	....
East Tawas	21	66	45	46	2	....	1	3	12 85	12 85	12 85	17	14	10
Eaton Rapids	22	40	39	33	60	....	....	60	16 00	12 00	12 00	18	....	....
Escanaba	20	41	42	39	2	3	1	6	30 00	20 00	15 00	....	....	....
Flint	26	26	37	31	73	17	5	95	24 00	20 00	12 00	18	14	10
Gladstone	17	41	50	42	....	....	....	....	....	....	....	18.3	....	....
Gladwin	44	43	58	52	7	5	11	23	....	....	....	....	....	....
Grand Haven	20	36	36	33	18	9	3	30	10 00	7 50	5 00	18.4	....	....
Gd. Ledge N. S.	13	49	56	33	2	....	....	2	9 00	....	....	16	....	....
S. S.	20	48	62	40	30	17	2	49	14 00	10 00	10 00	17	13	9
Grand Rapids	29	31	35	33	113	27	17	157	20 00	16 00	12 00	18.5	13.9	11.3
Greenville	21	48	40	36	45	2	1	48	17 50	14 00	12 00	18.3	15.5	10.5
Harrison	26	37	54	39	1	3	1	5	10 80	7 20	7 20	19	11	8.7
Hastings	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Hillsdale	31	37	33	33	....	....	....	....	15 00	12 00	9 00	18.5	....	....
Holland	28	41	43	40	30	15	4	49	8 00	8 00	8 00	16.1	14.1	9.1
Hudson	25	38	29	30	50	15	1	66	16 00	13 20	10 00	18	13	8.5
Ionia	20	23	36	28	....	....	....	....	20 00	14 00	10 00	....	....	....
Iron Mountain	20	38	47	41	2	....	....	2	15 00	10 00	10 00	....	....	....
Ironwood	29	43	40	40	....	....	....	....	....	....	....	18	14	10
Ishpeming	13	55	44	41	....	....	....	....	....	....	....	18	....	....
Jackson	24	31	40	35	17	11	4	32	20 00	16 00	12 00	19	15	11
Kalamazoo	25	40	49	42	21	16	11	48	38 00	19 00	12 16	18.5	14.5	10.5
Lansing	30	26	36	31	45	10	5	60	20 00	10 00	10 00	18	....	....
Lapeer	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Ludington	27	39	35	35	30	2	....	32	15 00	12 00	12 00	19	14	10
Mackinac Island	29	39	44	34	2	1	....	3	....	....	....	....	....	....
Manistee	20	33	33	31	41	11	11	63	16 00	10 00	10 00	18	14	10
Manistique	16	32	32	33	8	....	....	8	20 00	....	....	18	13	10
Marine City	17	43	58	42	....	....	....	20	10 00	7 50	5 00	19	14	10
Marquette	17	38	35	33	....	....	....	....	....	....	....	17	....	....
Marshall	24	36	29	30	45	9	7	61	20 00	16 00	10 00	18.3	14.8	10.9
Mason	27	36	32	31	35	10	....	45	12 00	8 00	....	19	....	....
Menominee	20	37	45	39	10	10	6	26	19 00	15 00	10 00	18	....	....
Midland	27	41	40	37	13	1	2	16	15 00	10 00	7 50	18	14	10

* Where a blank occurs the item was not reported.

† Includes both grammar and primary departments.

*TABLE XVII.—CONTINUED.

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for deaf?
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
31	6	yes	1-2	12	75	....	20	71	yes	yes	no	no	no	yes	yes	no	no
26	5	no	1-4	12	73	....	....	53	yes	yes	no	yes	no	no	yes	no	no
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
78	7	no	1-10	12	276	14	58	122	yes	yes	no	yes	yes	yes	yes	no	no
6	1	......	......	11	30	....	....	34	......	......	......	......	......	yes	no	no	no
31	10	......	......	13	276	16	34	63	yes	yes	no	yes	yes	no	yes	yes	no
34	11	no	......	12	137	8	116	103	yes	yes	no	yes	yes	yes	yes	yes	yes
....	5	no	......	12	3	....	....	10	no	no	yes	no	no	yes	no	no	no
22	1	yes	......	12	34	....	....	27	yes	yes	yes	......	......	......	yes	......	......
31	4	no	1-5	12	45	8	....	35	yes	yes	yes	no	no	yes	yes	yes	no
12	4	yes	1-5	12	32	....	....	15	yes	yes	no	no	no	yes	yes	no	no
21	4	yes	1-2	13	30	....	....	35	yes	yes	yes	no	no	yes	yes	no	no
30	......	yes	all	12	75	2	12	30	yes	......	......	......	......	......	yes	no	......
15	1	no	1-3	12	91	....	....	75	yes	yes	no	no	no	yes	yes	no	no
9	7	no	......	12	40	....	....	18	no	no	no	no	no	yes	yes	no	no
10	1	yes	......	12	35	....	....	16	no	no	no	no	no	no	yes	no	no
22	4	yes	......	12	46	....	....	35	no	no	no	no	no	yes	yes	no	no
9	1	no	1-4	12	28	....	....	10	yes	yes	no	no	......	no	yes	no	no
6	8	yes	......	12	12	....	....	10	yes	yes	yes	no	no	yes	yes	no	no
252	73	yes	......	12	841	41	317	616	yes	yes	yes	yes	yes	yes	yes	yes	yes
14	3	yes	......	12	72	....	....	29	yes	yes	yes	no	no	no	yes	no	no
1	1	no	......	12	8	....	....	......	no	no	yes	no	no	yes	no	no	no
14	1	no	......	12	34	....	....	38	yes	yes	yes	no	no	no	yes	no	no
19	6	yes	......	12	64	....	18	30	yes	no	no	no	no	no	yes	no	no
69	8	yes	1-5	12	133	3	46	61	yes	yes	no	yes	yes	yes	yes	no	no
3	1	yes	......	12	14	....	9	......	no	no	no	no	no	no	no	no	no
5	1	no	1-2	11	....	....	....	......	no	no	no	no	no	yes	no	no	no
15	2	yes	......	12	57	....	....	34	no	no	no	no	no	yes	yes	no	no
....	1	no	1-4	10	....	....	....	......	......	......	......	......	......	no	yes	no	no
10	1	no	......	12	8	....	....	18	yes	no	no	no	no	no	yes	no	no
155	38	yes	......	12	533	6	51	485	yes	yes	no	yes	yes	yes	yes	yes	yes
22	......	no	1-4	12	57	1	24	16	yes	yes	......	......	......	......	yes	yes	no
11	......	no	2-3	12	....	....	....	......	......	......	......	......	......	yes	no	no	no
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
27	2	no	......	12	105	....	....	45	yes	yes	no	yes	no	no	yes	no	no
22	......	no	......	12	55	....	....	13	yes	yes	......	no	no	no	no	no	no
8	2	yes	1-4	12	34	....	....	25	yes	yes	no	no	no	no	yes	no	no
19	4	yes	1-2	12	120	4	10	30	yes	yes	yes	no	no	yes	yes	......	......
20	7	no	1-4	12	37	....	....	34	no	no	no	no	no	yes	yes	no	no
16	8	yes	......	12	42	....	....	60	yes	yes	no	no	no	no	yes	no	no
28	8	yes	......	12	71	....	....	58	yes	yes	......	yes	yes	yes	no	no	......
36	12	no	......	13	....	....	....	......	yes	yes	......	no	no	......	......	no	yes
40	10	yes	......	12	305	3	14	88	yes	yes	no	yes	yes	no	yes	yes	no
58	13	no	1-4	12	197	24	....	200	yes	yes	no	......	......	yes	yes	no	no
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
29	5	yes	1-2	12	79	6	....	63	yes	yes	yes	no	no	no	yes	no	......
5	1	no	......	......	....	....	....	......	no	no	yes	no	no	yes	yes	......	......
53	6	yes	1-2	12	72	....	21	38	yes	yes	yes	no	no	yes	yes	no	no
8	3	yes	1-2	12	34	....	....	......	yes	yes	no	no	no	no	yes	no	no
8	3	no	......	12	38	....	....	18	yes	yes	......	......	......	yes	yes	no	......
19	8	yes	......	12	57	....	51	61	yes	no	no	no	no	yes	yes	no	no
25	2	no	1-2	12	133	....	....	44	yes	yes	no	no	no	yes	yes	no	no
13	1	no	1-2	12	36	....	....	27	yes	no	no	no	no	no	no	no	no
21	1	yes	all	12	104	....	....	53	yes	yes	no	yes	yes	yes	yes	no	yes
12	4	no	1-3	12	52	....	....	16	no	no	no	no	no	yes	no	no	no

*TABLE XVII.—CONTINUED.

Incorporated cities.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Monroe	21	40	46	36	46	19	10	75	$16 00	$12 00	$8 00	19	14.8	11.1
Mt. Clemens	16	46	41	36	17	3	2	22	12 00	10 00	8 00	18.5	16.1	10.8
Mt. Pleasant	27	29	32	29	42	7	9	58	13 00	10 00	10 00	18	14	......
Muskegon	29	45	36	38	6	7	5	18	24 00	20 00	16 00	18	14	10
Negannee	21	43	40	37	....	....	....	......	....	....	....	......	13.3	10
Niles	30	40	40	38	30	13	4	47	15 20	11 40	7 60	18	14	......
North Muskegon	......	38	58	48	....	....	....	......	....	....	....	......	......	......
Norway	......	......	......	......	....	....	....	......	....	....	....	......	......	......
Omer	......	......	......	......	....	....	....	......	....	....	....	......	......	......
Onaway	10	46	54	43	3	....	....	3	7 50	....	....	17	14	10
Owosso	29	26	39	33	31	4	2	37	16 00	12 00	10 00	18	13.2	9.5
Petoskey	17	32	32	30	15	10	5	30	14 25	9 50	9 50	18.9	......	......
Pontiac	21	36	32	31	40	10	8	58	20 00	18 00	14 00	20.6	15.4	11.5
Port Huron	27	37	40	37	5	4	1	10	21 00	15 00	9 00	18	14	10
Saginaw	19	32	34	31	....	....	....	......	....	....	....	18	......	......
Saginaw, W. S.	26	34	34	33	....	....	....	......	25 00	12 00	9 00	19.8	......	......
St. Clair	32	43	36	37	13	2	....	15	15 00	10 00	7 50	18	14	10
St. Ignace	20	43	42	31	....	....	....	......	12 00	....	....	......	......	......
St. Joseph	24	39	33	33	8	3	2	13	14 40	10 80	7 20	17.8	14	10.8
St. Louis	19	30	43	33	22	4	....	33	12 50	10 00	10 00	17	......	......
Sault Ste. Marie	28	52	66	54	‡	....	....	......	‡	....	....	19	14	9.3
South Haven	29	39	35	35	92	35	26	153	15 20	9 50	5 70	19	14	10
Standish	30	40	49	43	10	10	5	25	....	....	....	16	......	......
Stanton	33	31	39	33	25	4	1	30	10 00	10 00	5 00	18	15	......
Sturgis	21	32	44	35	8	2	2	12	19 00	15 00	15 00	18	14	11
Tawas City	16	40	46	36	5	....	....	5	10 00	7 50	7 50	18	14	10
Three Rivers	§ 22	......	30	26	15	....	....	15	16 00	13 00	13 00	18	......	......
Traverse City	26	38	40	37	51	....	....	51	18 00	13 40	13 40	19	......	......
West Bay City	18	27	36	31	5	11	33	49	25 00	20 00	15 00	18	15.3	10.2
Wyandotte	8	35	30	29	....	....	....	......	12 00	9 00	9 00	18	10	7
Ypsilanti	28	33	37	33	61	2	4	67	16 00	10 00	10 00	18.8	14.7	11

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* Where a blank occurs the item was not reported.
§ Includes both high school and grammar department.
‡ No record kept, tuition free.

*TABLE XVII.—CONTINUED.

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for deaf?
					Latin.	Greek	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
12	4	no	......	13	67	11	....	20	......	yes	yes	no	no	no	yes	no	no
15	4	yes	......	12	27	...	....	19	yes	yes	no	no	no	yes	no	no	no
22	3	no	......	12	81	...	...	31	yes	yes	......	......	......	yes	yes	......	......
57	8	yes	......	12	229	...	41	63	yes	yes	no	yes	yes	yes	yes	no	.....
13	1	yes	1-6	12	17	...	18	6	yes	yes	no	no	no	yes	yes	no	......
32	6	no	......	12	99	...	....	54	yes	yes	no	no	no	no	yes	no	......
....	3	no	......	9	...	...	....	......	no	no	no	no	no	no	no	no	no
....	......	......	......		...	...	....	......	... .	......	......	......	......	......	...	......	......
....	......	......	......		...	...	....	......	......	......	......	......	......	......	......	......	.....
2	1	no	......	12	9	...	....	2		......	......	......	......	yes	no	......	......
28	4	no	1-5		...	...	....	......	yes	yes	no	no	no	yes	yes	no	no
11	2	no	1-4	12	37	...	...	24	yes	yes	no	no	no	yes	yes	no	no
15	7	yes	......	12	117	2	20	28	yes	yes	no	no	no	no	yes	no	no
34	14	no	1-2	12	79	12	32	51	yes	yes	yes	no	no	yes	yes	yes	no
60	13	no	......	12	143	3	84	329	yes	yes	yes	yes	yes	yes	yes	yes	yes
82	9	no	1-4		110	...	34	130	yes	yes	no	yes	yes	yes	yes	no	no
17	2	no	1-3	2	30	...	...	28	yes	no	no	no	no	no	yes	no	......
....	3	no	1-3		12	...	...	......	no	no	no	no	no	no	yes	no	no
25	3	yes	......	12	58	...	...	44	yes	yes	......	......	......	yes	yes	......	......
19	2	yes	......	12	35	...	...	21	no	no	yes	no	no	yes	no	no	no
19	6	yes	1-2	12	49	...	23	28	yes	yes	yes	yes	yes	yes	yes	no	no
17	1	no	1-2	12	40	...	...	20	yes	no	no	no	no	no	yes	no	no
7	2	no	1-4	10	...	...	...	......	yes	no	yes	no	no	no	no	no	no
2	1	yes	......	12	35	...	...	......	no	no	no	no	no	yes	yes	no	no
7	1	yes	1-2	12	10	...	...	20	yes	yes	no	no	no	no	yes	no	no
5	1	no	1-10	12	...	...	....	......	no	no	yes	no	no	no	no	no	no
7	2	yes	1-4	12	...	...	....	......	yes	yes	......	......	......	yes	yes	no	......
38	6	yes	all	12	...	...	....	......	yes	yes	yes	yes	......	yes	yes	yes	no
16	8	no	1-2	12	89	...	....	41	......	......	......	......	......	......	yes	no	no
5	3	yes	......	11	5	...	....	12	yes	yes	yes	no	no	no	......	no	no
35	4	no	1-4	12	103	...	13	70	yes	yes	no	yes	yes	no	yes	no	no

*TABLE XVII.—CONTINUED.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Addison	15	42	39	29	14	2	....	16	$12 60	$10 80	$9 00	17.2	......	......
Algonac	11	35	38	32	4	2	....	6	....	....	....	......	......	......
Allegan	30	47	33	36	38	....	....	38	13 20	9 50	9 50	17.8	......	......
Alma	26	26	60	47	31	5	6	42	10 00	10 00	10 00	18	14	11
Almont	33	33	39	34	34	4	....	38	13 60	10 00	10 00	17	12	8
Armada	31	17	40	37	34	4	5	43	13 50	13 50	4 50	......	13	10.7
Ashley	49	36	70	51	7	....	....	7	7 50	....	....	17	......	......
Athens	25	41	35	34	7	3	....	10	11 25	9 00	9 00	17	14.3	11
‡Atlanta	......	......	......	......	....	....	....	......	....	....	....	......	......	......
Attica	......	38	45	41	....	11	....	11	....	10 00	7 50	......	17	......
Augusta	20	33	46	30	18	....	....	18	9 00	9 00	....	18.5	......	......
Bad Axe	25	30	41	33	21	3	1	25	15 00	12 50	10 00	18	14	11
Baldwin	......	......	......	......	....	....	....	......	....	....	....	......	......	......
Bancroft	30	30	32	30	14	9	2	25	10 00	10 00	10 00	17	13	9.8
Bangor	28	49	52	43	30	5	14	49	....	....	....	18	......	......
Baraga	24	51	63	44	....	....	....	......	....	....	....	16	......	......
Bear Lake	29	20	33	29	4	....	....	4	10 00	....	....	17	......	......
Bellaire	20	41	44	38	7	....	....	7	10 13	9 00	9 00	17.5	13.5	10.4
Bellevue	22	34	39	31	16	2	7	25	12 50	12 50	12 50	17	13	11
Benzonia	11	29	53	29	1	....	....	1	12 60	....	....	18	13	11
Berrien Springs	17	23	31	24	26	3	1	30	12 00	10 00	10 00	17	12	9
Birmingham	30	32	59	37	53	11	....	64	15 00	12 00	10 00	18.6	14	10.3
Blissfield, E. S.	28	42	40	34	20	2	3	25	10 00	8 00	8 00	......	......	......
Blissfield, W. S.	32	43	32	35	....	....	....	......	....	....	....	......	......	......
Bloomingdale	16	37	37	30	21	2	....	23	9 00	9 00	....	......	......	......
Boardman	......	......	......	......	....	....	....	......	....	....	....	......	......	......
Boyne City	19	40	44	38	3	4	2	9	9 00	9 00	9 00	17.5	14.5	10.9
Boyne Falls	......	......	......	......	....	....	....	......	9 00	9 00	9 00	......	......	......
Breedsville	......	......	......	......	....	....	....	......	....	....	....	......	......	......
Brighton	10	20	38	23	16	....	....	16	14 00	....	....	18	14	10
Britton	......	......	......	......	....	....	....	......	....	....	....	......	......	......
Bronson	23	35	44	34	10	7	....	17	13 30	9 50	....	16.5	12.5	8
Brooklyn	20	36	33	29	19	3	....	22	10 00	10 00	7 50	18	14	11
Brown City	44	35	67	43	16	6	5	27	10 00	7 50	5 00	16.8	15	8.5
Buchanan	20	29	34	28	26	7	7	40	12 66	9 50	6 33	17	14	10
Burlington	18	16	31	22	8	3	1	12	9 00	7 20	7 20	15	13	9
Burr Oak	11	33	38	25	....	....	....	......	16 20	13 50	9 00	17	14	......
Byron	42	36	32	37	30	....	....	30	12 50	10 00	7 50	16	......	......
Caledonia	51	30	37	37	40	....	2	42	10 00	10 00	10 00	16	13	8
Camden	12	50	30	26	11	5	....	16	9 00	9 00	....	18	......	......
Capac	25	43	51	36	24	3	....	27	15 00	15 00	10 00	18	......	......
Caro	32	36	45	39	43	5	....	48	13 00	10 00	7 80	17	13	9
Carson City	......	......	......	......	....	....	....	......	....	....	....	......	......	......
Carsonville	......	26	64	39	....	2	4	6	....	....	....	......	16	10
Caseville	37	43	49	41	....	....	....	......	....	....	....	18.1	......	......
Casnovia	......	20	46	28	....	18	....	18	....	9 00	....	......	......	......
Cass City	50	38	51	46	35	2	2	39	15 00	11 25	7 50	17	......	10.5
Cassopolis	23	29	66	36	15	6	....	21	14 00	11 00	11 00	17	13	7
Cedar Springs	15	29	56	30	32	2	....	34	14 24	11 40	6 66	17	......	......
Central Lake	14	39	51	37	1	2	1	4	13 50	9 00	9 00	16	14.4	10.2
Centreville	26	28	20	23	14	1	....	15	13 00	13 00	....	18.5	......	......
Charlevoix	30	36	37	35	20	....	....	20	13 50	9 00	9 00	18.2	14	9
Chelsea	20	29	38	30	30	6	2	38	15 00	12 00	9 00	18	14	10
Chesaning	17	27	60	32	44	....	....	44	12 00	12 00	12 00	17	......	......
Clarkston	......	......	......	......	....	....	....	......	....	....	....	......	......	......

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* Where a blank occurs the item was not reported.
‡ Not legally graded.

*TABLE XVII.—CONTINUED.

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying— Latin.	Greek.	French.	German.	Does school give special instruction in— Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?	Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for deaf?
4	....	yes	1-4	12	9	....	....	20	....	....	....	....	....	....	yes	no	....
....	1	....	1 4	12	4	....	....	....	no	no	yes	no	no	no	yes	no	no
24	5	no	1 5	12	60	....	....	50	yes	yes	no	....	no	no	yes	no	....
16	1	yes	....	12	49	....	....	35	yes	yes	no	no	no	no	yes	no	no
13	1	no	1-3	12	17	....	....	....	yes	yes	yes	....	....	....	....	no	no
13	1	no	1-6	12	20	....	....	....	no	no	no	no	no	no	no	no	no
4	1	no	....	10	....	....	....	....	no	no	no	no	no	no	yes	no	no
7	1	yes	1-2	12	7	....	....	....	no	no	no	no	no	no	yes	no	no
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
10	1	no	....	10	8	....	....	....	no	no	yes	yes	no	no	yes	no	....
4	1	no	....	12	11	....	....	....	no	no	no	no	no	....	yes	no	no
5	1	no	....	12	23	....	....	*12	....	....	....	....	....	no	....	no	no
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
6	1	no	1-3	12	6	....	....	....	no	no	no	no	no	yes	yes	no	no
17	1	no	1-2	12	28	....	....	15	yes	yes	yes	no	no	yes	yes	no	no
2	6	yes	1-5	12	....	....	....	....	yes	yes	yes	no	no	yes	yes	....	no
3	1	....	....	10	....	....	....	....	no	no	no	no	no	no	yes	....	....
8	1	no	1-4	12	8	....	....	....	yes	no	no	no	no	no	yes	no	no
8	1	no	....	12	18	....	....	16	yes	no	yes	no	no	no	yes	no	no
5	1	no	1-5	12	2	....	....	....	no	no	no	no	no	no	yes	no	no
5	1	no	1-5	12	7	....	....	....	no	yes	no	no	no	yes	yes	....	....
22	1	no	1-4	12	40	....	....	20	no	yes	yes	no	no	yes	yes	no	no
1	1	no	....	12	15	....	....	....	....	....	....	....	no	yes	yes	no	....
8	1	no	....	12	8	....	....	....	no	no	yes	....	....	....	yes	no	....
2	1	no	....	12	6	....	....	10	no	....	....	....	....	....	....	....	....
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
6	1	no	1-2	12	....	....	....	....	no	yes	yes	no	no	no	no	no	no
3	1	no	1-12	10	....	....	....	....	no	no	no	no	no	no	yes	no	no
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
3	1	no	....	12	10	....	....	26	no	no	no	no	no	no	no	no	no
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
9	1	no	1-2	12	20	....	....	....	....	....	....	....	....	yes	yes	no	no
7	1	....	....	12	10	....	....	....	no	no	no	no	no	yes	....	no	no
17	1	no	....	11	....	....	....	....	no	yes	no	no	no	no	yes	no	no
13	2	no	....	12	35	....	....	26	yes	yes	no	no	no	no	yes	no	no
4	....	no	....	10	....	....	....	....	no	no	no	no	no	yes	no	no	no
6	1	yes	1-2	12	30	....	....	8	no	no	no	no	no	yes	yes	no	no
4	1	no	....	10	....	....	....	....	no	no	yes	no	no	no	yes	no	no
8	1	no	....	11	....	....	....	....	no	no	no	no	no	no	yes	no	no
2	....	no	....	12	4	....	....	....	no	yes	yes	no	no	yes	yes	....	....
12	1	no	1-2	12	....	....	....	....	no	no	yes	no	no	yes	yes	no	no
23	2	yes	1-4	12	44	....	....	25	no	yes	yes	no	no	yes	yes	no	no
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
2	1	no	....	9	....	....	....	....	no	no	yes	no	no	no	no	no	no
5	1	no	1-5	10	5	....	....	....	no	no	no	no	no	yes	no	no	no
6	1	....	....	10	....	....	....	....	....	....	....	....	....	no	no	no	....
10	1	yes	1-2	12	14	....	....	6	no	no	no	no	no	yes	yes	no	no
10	1	yes	1-2	12	28	....	....	15	no	yes	yes	no	no	no	yes	no	no
11	1	yes	....	12	16	....	....	8	....	yes	yes	....	....	no	yes	no	no
3	1	yes	....	12	10	....	....	....	....	....	yes	....	....	....	yes	no	no
11	....	no	1-3	12	1	....	....	....	no	no	no	no	....	no	yes	no	no
15	1	no	1-2	12	73	....	....	26	yes	yes	no	no	no	no	yes	no	no
8	1	no	1-3	12	28	2	....	8	yes	no	no	no	no	no	yes	no	no
3	....	no	....	12	27	....	....	7	yes	....	....	....	....	yes	yes	....	....
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....

*TABLE XVII.—CONTINUED.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Clayton	30	30	42	32	18	3	....	21	$10 00	$10 00	....	16.4	13.3	8.9
‡Clifford	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Climax	28	38	15	24	4	2	4	10	12 60	10 80	$10 80	19	13.6	9.5
Clinton	19	36	45	31	13	2	....	15	13 30	9 50	7 60	....	....	....
Clio	19	29	39	28	26	12	2	40	4 20	3 60	3 60	18	10	8
Coleman	10	48	45	37	8	....	....	8	10 00	....	....	....	....	....
Coloma	20	46	46	38	17	....	....	17	13 50	....	....	18	15	10
Columbiaville	14	16	61	24	17	9	....	26	....	....	....	18	13	11
Concord	16	32	23	22	11	4	2	17	4 00	3 50	3 00	18	....	....
Constantine	15	24	46	30	....	....	....	....	5 00	4 00	3 50	15	12.5	8.1
Coopersville	23	44	38	33	24	1	....	25	....	....	....	17	14	11
Copemish	22	27	35	28	....	....	....	....	....	....	....	....	....	....
Croswell	20	45	57	42	12	....	....	12	10 00	....	....	17	14	....
‡Croton	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Custer	16	17	32	21	2	....	....	2	9 00	....	....	....	....	....
Dansville	18	37	30	26	19	7	1	27	10 00	8 00	8 00	16.5	12.7	10.1
Davison	34	22	40	31	33	10	2	45	12 00	10 00	10 00	....	15.5	9.8
Dearborn	14	46	63	40	5	1	....	6	10 00	7 50	7 50	....	13	10
Decatur	22	46	39	33	28	7	....	35	....	....	....	18	14	10
Deckerville	7	50	53	37	1	....	....	1	17 50	....	....	17	15	10
Deerfield	38	34	40	38	22	....	....	22	10 00	10 00	7 50	17	15	....
Delray	20	42	52	46	9	....	....	9	10 00	....	....	18	14	....
Detour	20	50	63	46	3	5	....	8	....	....	....	16	14	7
Dexter	21	46	44	34	23	1	1	25	14 40	13 60	10 80	17	....	....
Douglas	20	36	32	29	4	....	....	4	9 00	....	....	15	14	11
Dryden	....	....	....	....	....	....	....	17	12 50	....	....	15	13	10
Dundee	44	24	13	25	18	4	2	24	15 00	9 00	6 00	16	13	8
Durand	....	....	....	....	....	....	....	....	....	....	....	....	....	....
‡Eagle	....	....	....	....	....	....	....	....	....	....	....	....	....	....
‡East G'd Rapids	....	....	....	....	....	....	....	....	....	....	....	....	....	....
East Jordan	24	40	42	36	12	....	....	12	12 00	....	....	....	....	....
Eau Claire	32	33	41	35	15	....	....	15	9 00	....	....	....	....	....
Edmore	38	34	36	35	16	2	2	20	9 50	7 50	5 70	16	14.5	10.8
Elkton	28	33	22	27	6	....	3	9	10 00	6 00	4 00	....	....	....
Elsie	33	32	34	33	14	13	1	28	11 85	9 50	7 12	16.4	13	9.7
‡Emmett	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Empire	60	50	35	48	1	6	....	7	10 00	10 00	....	....	14	10
Essexville	†	30	40	35	....	....	2	2	....	5 00	5 00	....	14.5	....
Evart	30	28	31	30	14	....	....	14	10 00	10 00	7 50	18	14	11
Farmington	22	20	64	31	14	1	....	15	16 00	10 00	10 00	....	14.3	....
Farwell	32	30	50	38	8	1	1	10	6 00	6 00	6 00	15	12.4	7
Fenton	41	40	32	37	35	14	8	57	20 00	16 00	12 00	18	14	10
Fennville	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Fife Lake	21	35	38	32	2	8	....	10	9 00	....	....	17	13	9
Flushing	25	50	27	30	23	7	2	32	14 00	12 00	10 00	18	....	....
Forestville	....	....	....	....	....	....	....	....	....	....	....	....	....	....
‡Fowler	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Fowlerville	30	28	28	27	35	6	....	41	15 00	12 00	12 00	19	14.6	11.4
Frankfort	28	33	41	36	....	3	1	4	10 00	10 00	5 00	17	14	9
‡Fraser	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Fremont	21	25	53	36	6	3	2	11	12 50	10 00	7 50	17	....	....
Fruitport	....	28	42	35	....	1	....	1	....	....	....	....	14	9
Gagetown	....	23	63	43	....	9	2	11	....	....	....	....	17	....
Gaines	31	25	28	28	11	1	1	13	12 50	10 00	7 50	....	....	....
Galesburg	29	33	31	29	34	8	8	50	12 60	10 80	7 20	17.5	13	10

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* Where blank occurs the item was not reported.

‡ Not legally graded.

† *Pupils above 8th grade* attend Bay City high school.

TABLE XVII.—CONTINUED.

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying— Latin.	Greek.	French.	German.	Does school give special instruction in— Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?	Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for deaf?
9	1	no	....	10	6	....	...		no	no	no	no	no	no		no	no
2	1	no	1-3	12	6	....	....	....	no	no	no	no	no	no	yes	no	no
9	1	yes	1-5	12	8	....	...	7	no	no	no	no	no	yes	no	no	no
5	1	yes	1-2	12	27	....	....	16	no	no	yes	no	no	yes	yes	no	no
....	1	no	....	12	4	....	....	....	no	no	no	no	no	yes	yes	no	no
1	1	no	....	12	6	....	....	....	no	no	no	no	no	yes	yes	no	no
3	1	no	1-5	12	8		....	10	no	no	yes	no	no	no	yes	no	no
6	1	yes	1-4	12	4	....	....	....	no	no	no	no	no	yes	yes	no	no
5	1	yes	1-3	12	21	....	...	11	....	yes	yes	no	....	....	yes	no	....
8	....	....	....	11	....	....	....	....	no	yes	yes	no	no	no	....	no	no
....	1	no	....	10	....	....	....	....	no	yes	yes	no	no	no	no	no	no
5	1	no	1-3	12	8	....	....	....	no	yes	yes	no	no	no	yes	no	no
....	1	yes	2-5	10	....	....	....	....	no	no	no	no	no	no	no	....	....
2	1	no	....	12	5	....	....	....	no	no	no	no	no	yes	no	....	
8	1	no	....	11	2	....	....	....	....	....	yes	....	....	....	yes	no	...
....	1	no	1-3	12	....	....	....	....	no	yes	yes	no	no	no	....	no	no
14	1	no	1-4	12	18	....	....	18	yes	yes	yes	....	....	....	yes	no	....
....	....	....	1-6	9	....	....	....	....	no	no	no	no	no	no	no	no	no
3	....	no	....	....	....	..	....	....	....	....	....	....	....	no	no	....	....
3	3	yes	....	12	6	..	2	20	yes	yes	....	....	....	yes	yes	no	no
5	....	no	1-6	10	....	..	....	....	no	no	no	no	no	no	no	no	no
11	1	no	....	12	19	..	...	24	yes	no	no	no	no	no	yes	no	no
4	1	no	....	10	9	..	....	....	no	no	no	no	no	....	yes	no	...
8	1	no	....	10	...	..	....	....	....	....	....	....	....	....	....	....	
6	....	no	1-4	12	6	..	....	....	no	no	no	no	no	no	no	no	no
....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	....
....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	....
....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	
....	1	no	1-4	12	....	....	....	....	no	no	....	no	no	no	yes	....	..
....	1	no	....	11	....	....	....	....	yes	yes	....	....	...	....	yes	....	...
1	1	yes	1-2	11	....	..		....	no	no	no	no	no	no	yes	*no	no
4	....	no	1-8	10	..	..		....	yes	yes	yes	no	no	no	no	no	no
7	....	no	....	11	...	..		....	no	yes	yes	no	no	no	yes	no	....
....	....	....	....	....	....	..		....	....	....	....	....	....	....	....	....	....
....	1	no	1-6	11	....	..		....	no	no	no	no	no	no	yes	no	no
....	1	yes	1-6	8	4	..		4	no	no	no	no	no	no	yes	no	no
8	1	yes	....	12	8	..		....	no	no	no	no	no	no	yes	....	....
....	1	no	1-3	12	....	..		....	no	no	no	no	no	yes	no	no	no
....	1	no		12	....	..		....	no	no	yes	no	no	no	....	no	no
22	3	no	1-5	12	49	..		46	yes	yes	yes	no	no	yes	yes	no	no
2	1	no		10	....	..	....	....	....	....	....	....	....	....	no	no	....
10	1	no	1-4	12	20	..	....	....	....	....	....	....	....	no	....	no	....
....	....	....		....	....	..	....	....	....	....	....	....	....	....	....	....	....
....	....	....		....	....	..	....	....	....	....	....	....	....	....	....	....	....
6	1	yes	1-3	12	23	..	....	15	no	yes	yes	no	no	no	yes	no	no
4	2	yes	1-3	12	....	..	....	....	yes	yes	yes	no	no	no	no	no	no
....	....	....	....	....	....	..	....	....	....	....	....	....	....	....	....	....	....
8	1	yes	....	12	9	..	....	....	no	no	no	no	no	no	no	no	no
8	1	no	1-6	10	....	..	....	....	yes	yes	yes	....	....	no	yes	no	....
1	1	no	1-3	10	....	..	....	....	no	no	yes	no	no	no	....	....	....
5	1	yes	1-4	10	....	..	....	....	....	....	....	....	....	yes	....	no	....
14	....	no	....	12	39	..	....	8	no	no	no	no	no	no	no	no	no

*TABLE XVII.—CONTINUED.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar *department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Galien	18	34	37	31	10	6	....	16	$11 25	$4 50	....	......	14.4	9.1
Garden	......	......	......	......	....	....	....	......	....	....	....	......	......	......
Gaylord	18	39	48	38	6	6	....	12	7 00	5 00	$3 00	18	12.5	......
‡Glenwood	......	......	......	......	....	....	....	......	....	....	....	......	......	......
Gobleville	35	31	51	37	17	2	....	19	10 00	7 00	....	16	......	......
Grandville	38	40	38	38	24	1	....	25	11 00	10 00	7 50	18	12	9
Grant	......	......	......	......	....	....	....	......	....	....	....	......	......	......
Grass Lake	19	30	68	30	31	2	3	36	15 00	....	....	17	......	......
Grosse Point	......	......	......	......	....	....	....	......	....	....	....	......	......	......
‡Grosse Pt. F's.	......	......	......	......	....	....	....	......	....	....	....	......	......	......
‡Hamtramck	......	......	......	......	....	....	....	......	....	....	....	......	......	......
Hancock	20	32	40	34	27	19	3	49	30 00	20 00	20 00	17.7	14	10.5
Hanover	41	27	16	28	34	10	....	44	12 00	9 00	9 00	18	13	9
Harbor Beach	18	41	39	35	6	....	1	7	12 50	9 00	7 00	18.2	......	......
Harbor Springs	......	......	......	......	....	....	....	......	....	....	....	......	......	......
Harrietta	......	......	......	......	....	....	....	......	....	....	....	......	......	......
Harrisville	27	48	45	41	1	....	....	1	5 00	5 00	5 00	17	14	11
Hart	32	31	41	31	21	16	7	44	12 00	9 00	6 00	17	15	10
Hartford	17	44	53	36	32	4	3	39	15 00	10 00	5 00	17.2	......	......
Hersey	20	37	41	28	18	1	....	19	10 00	10 00	....	18	14	10
Hesperia	33	35	30	31	20	....	1	21	12 00	8 00	8 00	17.5	12	11
Highland Park	......	26	33	29	....	5	5	10	....	12 00	12 00	......	15	10
Hillman	......	......	......	......	....	....	....	......	....	....	....	......	......	......
Holly	22	41	46	35	22	8	1	31	14 00	10 00	....	19	13	9
Homer	35	30	56	30	31	....	....	31	13 00	10 00	10 00	17	......	......
Houghton	16	39	30	29	11	3	1	15	5 00	3 50	3 00	18.6	14.6	11.3
Howard City	22	48	27	30	18	....	....	18	9 00	....	....	17.2	......	......
Howell	24	30	35	30	79	4	....	83	16 00	....	....	17.3	13.4	10.9
Hubbardston	24	25	37	29	12	2	1	15	9 00	9 00	9 00	17.6	14	10
Imlay City	30	36	53	41	17	....	....	17	15 00	....	....	18	......	......
Iron River	9	40	36	33	2	4	2	8	10 00	7 50	6 00	......	......	......
Ithaca	22	42	49	39	27	10	4	41	11 87	9 50	9 50	17.3	14	10
Jonesville	25	44	40	36	28	20	2	50	10 00	10 00	10 00	18	14	11
Kalkaska	29	45	36	37	5	1	....	6	13 50	11 25	9 00	18	14	10
Kingsley	20	49	61	37	4	....	....	4	12 00	....	....	17.5	11.6	9
Kingston	......	51	59	55	....	3	2	5	....	10 00	5 00	......	16	......
Laingsburg	25	15	35	23	30	2	1	33	12 50	10 00	7 50	18	14	11
Lake Ann	......	24	32	28	....	6	....	6	....	6 75	....	......	16	14
Lake City	18	16	35	30	....	....	....	......	10 00	10 00	10 00	......	......	......
Lake Linden	21	36	36	33	9	....	....	9	30 00	20 00	10 00	17.5	13.5	9.5
Lake Odessa	40	21	34	30	32	13	5	50	13 30	11 40	9 50	18	14.5	10.5
Lakeview	30	34	40	36	41	1	2	44	....	....	....	17.5	13.5	10
L'Anse	......	......	......	......	....	....	....	......	....	....	....	......	......	......
Laurium	15	52	40	39	37	....	....	37	40 00	20 00	20 00	18.8	15.3	12
Lawrence	25	33	41	32	34	7	1	42	11 25	7 65	5 85	17	14	10
Lawton	18	60	25	34	10	4	1	15	....	....	....	18	13	......
Leonard	25	30	35	30	5	2	3	10	10 00	7 50	5 00	17	11	8
Le Roy	20	20	92	44	6	....	....	6	5 00	....	....	16	......	......
Leslie	25	35	37	32	22	5	....	27	16 00	14 00	12 00	18	......	......
Lexington	25	28	60	33	13	....	....	13	10 00	8 00	6 50	18	......	......
Linden	20	40	40	30	10	....	....	10	10 00	....	....	......	......	......
Lisbon	22	23	30	25	7	....	....	7	10 00	10 00	5 00	16	......	......
Litchfield	21	39	29	28	21	3	3	27	12 00	12 00	9 00	18	15	9
Lowell	36	25	37	31	26	2	1	29	16 00	....	....	18	14	10
Luther	......	......	......	......	....	....	....	......	....	....	....	......	......	......

* Where blank occurs item was not reported.
‡ Not legally graded.

*TABLE XVII.—CONTINUED.

Number of graduates.	* Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying— Latin.	Greek.	French.	German.	Does school give special instruction in— Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?	Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for deaf?
....	1	no	......	12	2	....	....	......	......	......	......	......	......	yes	yes	no	......
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
5	1	yes	......	12	28	....	....	10	yes	yes	no	no	no	yes	yes	no	no
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
7	......	no	1-6	12	45	....	....	18	no	no	no	no	no	no	yes	no	no
2	1	no	1-10	12	....	....	....	......	no	no	yes	no	no	yes	......	no	no
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
10	1	yes	1-2	12	35	....	....	20	yes	no	yes	no	......	......	yes	......	......
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
9	4	no	......	12	30	....	15	25	no	no	yes	no	no	no	no	no	no
16	1	no	1-4	12	....	....	....	......	no	no	no	no	no	no	yes	no	no
5	1	no	1-2	12	18	....	....	......	no	no	no	no	no	no	yes	no	no
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
4	1	no	1-3	11	....	....	....	......	no	no	no	no	no	yes	yes	no	no
12	1	no	1-5	12	3	....	....	......	yes	yes	yes	no	no	yes	yes	no	no
4	1	no	1-12	12	16	....	....	......	no	yes	yes	no	......	yes	yes	......	......
2	1	yes	1-4	12	....	....	....	10	no	yes	yes	no	no	yes	yes	no	no
2	1	no	1-6	12	....	....	....	......	no	no	yes	no	no	no	yes	no	......
10	1	no	1-5	8	....	....	....	......	yes	yes	yes	yes	no	no	yes	no	no
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
12	1	no	1-4	12	49	....	....	21	no	yes	yes	no	no	no	yes	no	......
15	1	no	1-3	12	17	....	....	21	yes	yes	no	no	no	yes	yes	no	......
13	......	yes	......	12	30	....	....	24	no	yes	yes	no	no	yes	yes	no	no
4	1	yes	......	12	11	....	....	......	yes	yes	......	......	......	......	yes	......	......
27	......	yes	......	12	79	4	....	30	yes	......	......	......	......	no	......	no	no
5	1	no	1-3	11	....	....	....	......	yes	no	no	no	no	no	......	......	no
10	1	yes	1-8	12	19	....	....	3	yes	no	no	no	no	no	yes	no	no
....	1	yes	......	12	....	....	....	......	......	......	......	......	......	no	yes	no	......
9	1	yes	......	12	50	....	....	23	yes	yes	no	no	no	......	yes	no	no
8	1	no	1-4	12	15	....	....	18	yes	yes	yes	no	no	no	yes	no	......
11	......	yes	......	12	16	....	....	......	no	no	no	no	no	no	no	no	no
4	......	no	1-4	10	....	....	....	......	no	no	no	no	no	yes	no	no	no
8	1	no	......	10	....	....	....	......	......	......	......	......	......	yes	yes	no	no
8	1	no	1-2	12	18	....	....	......	no	yes	yes	......	......	no	yes	no	......
2	1	no	......	10	....	....	....	......	no	no	no	no	no	no	no	......	......
....	1	no	......	12	7	....	....	......	......	......	yes	......	......	......	yes	......	......
17	4	yes	......	12	59	2	44	5	yes	yes	no	no	no	yes	yes	no	no
7	1	......	1-2	12	4	....	....	......	......	yes	yes	......	......	......	......	no	no
12	1	yes	......	12	11	....	....	......	no	no	no	no	no	yes	yes	no	no
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
42	......	yes	......	13	68	....	....	32	yes	yes	yes	yes	yes	yes	yes	yes	yes
5	1	yes	......	12	27	....	....	......	yes	......	......	......	......	......	no	......	......
4	1	no	......	12	8	....	....	23	no	no	no	no	no	......	yes	......	......
....	1	no	1-6	10	....	....	....	......	no	no	no	no	no	......	no	no	no
3	......	......	1-4	......	....	....	....	......	......	......	......	......	......	......	no	......	......
8	1	no	......	12	30	....	....	2	no	no	no	no	no	no	yes	no	no
6	1	yes	1-2	12	....	....	....	......	no	yes	yes	......	......	......	yes	no	no
2	1	no	......	10	....	....	....	......	......	yes	yes	......	......	no	yes	no	no
7	1	no	......	10	....	....	....	......	no	no	yes	no	no	no	no	......	......
6	1	no	1-3	12	25	....	....	......	yes	......	......	......	......	yes	......	no	no
14	3	yes	1-2	12	28	....	....	......	no	no	no	no	no	no	......	no	......
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......

*TABLE XVII.—CONTINUED.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Lyons	13	44	40	31	10	8	....	18	$6 00	$6 00	$6 00	....	....	....
Mackinaw City	25	30	46	32	....	....	....	....	....	....	....	17	12	8
Mancelona	19	35	36	33	5	2	6	13	12 00	10 00	10 00	18	14	11
Manchester	21	39	39	33	29	....	1	30	15 00	12 00	9 00	18	12.5	9
Manton	24	37	48	39	27	....	....	27	12 00	10 00	10 00	17.5	13	9
Maple Rapids	20	28	30	27	4	2	....	6	12 00	10 00	8 00	16.5	14	10
Marcellus	14	39	45	28	28	13	2	43	13 00	13 00	13 00	17.9	14	10
Marion	34	24	46	37	5	....	....	5	9 00	6 75	6 75	17	14	12
Marlette	....	....	....	33	....	....	....	43	12 50	....	....	17	....	....
‡Maybee	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Mayville	17	60	57	41	10	3	....	13	10 00	10 00	8 00	17	14	10
McBain	....	....	....	....	....	....	....	....	9 00	....	....	16	....	....
McBride	44	50	55	49	22	2	2	26	5 00	....	....	16	....	....
Mecosta	25	43	60	42	5	....	....	5	7 00	....	....	....	....	....
Memphis	26	46	48	39	10	....	....	10	12 50	....	....	18	14	10
Mendon	15	13	56	26	21	4	2	27	12 60	12 60	9 00	....	....	....
‡Merrill	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Mesick	....	....	....	....	....	....	....	....	10 00	7 50	5 00	....	....	....
Metamora	29	28	32	30	12	3	1	16	10 00	5 00	5 00	15	13	10
Middleville	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Milan	20	31	25	26	26	1	2	29	13 50	9 00	9 00	16	14	....
Milford	17	20	27	20	12	2	....	14	17 00	14 00	14 00	17	14	10
Millersburg	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Millington	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Minden	....	42	50	46	....	3	2	5	....	6 00	6 00	....	....	....
Montague	26	40	35	34	13	1	....	14	9 00	4 50	....	18	....	....
‡Montrose	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Morenci	22	46	35	33	19	2	1	22	12 00	9 00	9 00	18	13	9
Morley	40	26	32	33	8	....	....	8	7 20	4 50	4 50	17	11	9
Morrice	24	24	31	27	10	9	....	19	9 50	9 50	7 25	17	14.7	9.9
Mt. Morris	21	57	47	37	18	2	1	21	10 00	10 00	10 00	17	12	8
Muir	21	20	31	26	9	....	....	9	10 00	....	....	17	....	....
Munising	10	31	30	27	....	....	....	....	....	....	....	18	....	....
Musk'g'n Heights	18	34	59	42	5	6	4	15	12 00	8 75	5 00	....	....	....
Nashville	19	49	30	31	25	1	3	29	16 00	12 00	12 00	18	....	....
‡Naubinway	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Newaygo	28	43	62	41	13	....	....	13	11 70	....	....	17.5	13	10
New Baltimore	15	28	31	22	8	....	....	8	10 00	....	....	17.8	....	....
Newberry	13	38	35	28	4	3	7	14	....	....	....	18	14	10
New Boston	....	....	....	....	....	....	....	....	....	....	....	....	....	....
New Buffalo	30	37	62	41	7	....	....	7	12 00	8 00	8 00	18	14	8
New Haven	48	36	47	44	13	....	....	13	9 00	....	....	17	....	....
North Adams	33	41	33	37	40	1	1	42	9 50	9 50	9 50	17	13	7
North Branch	44	33	26	43	44	....	....	44	15 00	....	....	18	....	....
Northville	19	46	53	40	18	17	1	36	16 00	13 00	13 00	18	14	10
Oakley	....	29	36	33	....	2	....	2	....	2 00	....	....	....	....
Olivet	44	35	38	37	35	6	2	43	11 40	9 50	9 50	....	....	....
Onekama	30	49	37	39	1	1	....	2	6 75	4 50	4 50	18	13	8
Ontonagon	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Ortonville	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Orion	18	30	39	28	14	2	2	18	10 00	8 00	8 00	18	....	....
Oscoda	30	43	48	42	....	....	....	....	....	....	....	17	12	10
Otisville	24	21	19	21	15	1	....	16	10 00	6 00	....	17	12	10
Otsego	27	32	42	34	20	1	....	21	13 00	10 00	10 00	17	13	9
Otter Lake	....	....	....	....	....	....	....	....	....	....	....	....	....	....

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* Where a blank occurs the item was not reported.
‡ Not legally graded.

*TABLE XVII.—CONTINUED.

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for deaf?
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
....	....	no	1-2	12	12	....	....	....	....	....	yes	....	....	no	yes	....	....
1	1	no	1-3	10	....	....	....	....	no	no	no	no	no	no	yes	no	no
11	2	yes	1-10	12	8	....	....	....	....	....	....	....	....	no	yes	no	no
10	1	no	....	12	16	....	....	18	....	....	....	....	....	....	....	no	....
2	1	no	1-2	12	....	....	....	....	no	no	no	no	no	no	no	no	no
2	1	no	1-6	11	....	....	....	....	no	no	no	no	no	no	yes	no	no
11	1	....	....	12	31	....	....	11	no	no	no	no	no	yes	yes	no	....
6	1	no	1-6	11	....	....	....	....	....	....	....	....	....	yes	no	no	no
7	1	no	1-2	12	12	....	....	....	yes	yes	no	no	no	no	yes	no	....
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
6	1	no	1-4	12	3	....	....	3	no	no	no	no	no	no	yes	no	no
....	1	....	....	10	....	....	....	....	no	no	no	no	no	no	no	no	no
9	1	no	....	11	....	....	....	....	....	....	....	....	....	no	....	no	no
3	1	no	....	11	....	....	....	....	....	....	....	....	....	yes	yes	....	....
2	1	no	....	12	14	....	....	....	no	no	yes	no	no	no	....	no	no
8	1	yes	1-6	12	5	....	....	2	yes	....	....	....	....	....	....	....	....
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
....	....	....	....	10	....	....	....	....	....	....	....	....	....	no	....	....	....
2	1	no	1-4	11	5	....	....	....	no	no	no	no	no	no	yes	no	no
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
5	1	no	....	12	5	....	....	....	no	no	no	no	no	no	no	no	no
4	2	no	1-4	12	24	....	....	10	yes	yes	no	no	no	no	no	no	no
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
....	....	no	....	8	....	....	....	....	....	....	....	....	....	....	yes	....	no
6	1	yes	....	12	4	....	....	41	yes	no	no	no	no	no	yes	no	no
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
7	1	no	....	12	39	....	....	13	no	yes	yes	no	no	yes	yes	no	....
7	1	no	....	10	....	....	....	....	....	yes	yes	....	no	no	yes	no	....
9	1	no	....	11	....	....	....	....	no	no	no	no	no	no	yes	no	no
5	1	no	....	12	....	....	....	....	....	yes	yes	....	....	yes	yes	no	no
6	1	yes	....	11	5	....	....	....	no	no	no	no	no	yes	yes	no	no
1	8	yes	1-2	12	7	....	....	....	yes	yes	no	no	no	no	yes	no	no
6	1	no	1-2	10	....	....	....	....	....	....	....	....	....	....	yes	....	....
13	1	yes	3-4	12	26	....	....	12	no	no	no	no	no	yes	yes	no	....
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
13	1	no	1-5	12	....	....	....	....	no	no	no	no	no	no	no	no	no
5	1	no	....	12	....	....	....	7	no	no	no	no	no	no	no	no	....
6	1	no	1-4	12	10	....	....	18	yes	yes	no	no	....	no	no	no	no
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
2	1	no	....	12	....	....	....	....	yes	no	yes	no	no	no	yes	no	....
5	2	no	1-4	12	5	....	....	....	no	no	yes	no	no	yes	no	no	no
7	1	no	....	12	19	....	....	....	no	no	no	no	....	no	yes	no	no
4	1	no	1-3	12	....	....	....	....	no	yes	yes	no	no	yes	yes	no	no
5	1	yes	1-4	12	32	....	....	16	yes	yes	yes	no	....	no	no	no	no
....	1	no	....	9	....	....	....	....	no	....	....	....	....	no	yes	no	no
14	1	no	....	12	30	....	....	12	yes	yes	yes	no	no	no	yes	....	....
5	1	no	....	12	....	....	....	....	no	....	....	....	....	yes	....	no	....
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
8	1	no	1 2	12	10	....	....	12	no	no	no	no	no	no	no	no	no
....	1	yes	1-2	11	....	....	....	....	no	no	no	no	no	....	no	no	no
....	1	no	....	....	....	....	....	....	....	....	....	....	....	....	yes	....	....
19	1	yes	2-5	12	8	....	....	10	yes	yes	no	no	no	yes	yes	no	no
....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....

*TABLE XVII.—CONTINUED.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to High school.	Promoted to grammar department.
Ovid	32	55	31	37	42	6	....	48	$15 00	$12 00	$12 00	18.5	14.5	10.3
Oxford	20	35	45	31	24	4	1	29	12 00	10 00	10 00	19	14	10
Parma	23	22	40	26	18	1	....	19	4 00	3 00	2 50	18	14	10
Paw Paw	29	42	44	37	47	6	7	60	13 00	10 00	10 00	18.5	14	10
Pentwater	20	44	36	33	....	3	....	3	....	....	....	17	....	....
‡Perrington	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Perry	18	34	41	30	20	8	3	31	10 00	10 00	7 50	18	....	....
Petersburg	17	31	42	28	10	1	....	11	13 50	9 00	6 75	17	14	10
Pewamo	18	43	48	36	8	....	....	8	9 00	....	....	16.5	....	....
Pierson	....	46	42	44	....	....	....	....	....	....	....	....	16	....
Pinckney	25	14	32	25	10	....	....	10	15 00	12 50	10 00	17	....	....
Pinconning	9	62	58	39	6	1	....	7	10 00	....	....	16	....	....
Plainwell	31	32	35	33	49	6	1	56	15 00	12 00	8 00	18.4	14	9
Plymouth	25	37	35	33	23	10	1	34	14 00	14 00	8 00	19	14	10
Port Austin	17	25	50	36	....	1	5	6	6 50	5 00	3 50	17	....	....
Port Hope	30	35	36	34	3	....	....	3	11 00	5 00	3 50	15	11	8
Portland	15	23	36	24	21	....	....	21	15 20	15 20	11 40	....	....	....
Port Sanilac	37	29	42	36	3	....	....	3	7 20	....	....	....	....	....
Potterville	24	35	57	39	3	1	1	5	9 00	....	....	15	14	9
Quincy	28	40	37	34	39	5	....	44	14 00	10 00	7 50	17	14	12
Reading	20	40	41	32	29	5	2	36	14 25	14 25	9 50	18	14	10
Reed City	21	38	37	33	15	8	....	23	10 00	10 00	7 50	17.5	14	10
Reese	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Richland	19	19	32	22	11	2	1	14	15 20	9 50	9 50	18	....	....
Richmond	22	47	38	32	22	3	....	25	15 00	12 50	7 50	17	13	7
River Rouge	11	26	57	40	1	....	1	2	10 00	10 00	10 00	14	12	10
Rochester	23	51	37	36	11	5	3	19	13 00	10 00	8 00	16.8	14	9
Rockford	21	29	28	26	22	7	1	30	14 00	12 00	10 00	17	....	....
Rogers	....	....	....	37	....	....	....	....	....	....	....	....	....	....
Romeo	20	39	32	30	19	2	1	22	16 00	13 00	8 00	18	14	10
Roscommon	34	36	54	41	2	....	....	2	5 00	....	....	....	16	....
Royal Oak	30	51	58	43	28	12	2	42	8 00	6 00	8 00	17	12	....
Saline	12	61	38	26	19	11	2	32	16 00	13 00	10 00	17.3	13.1	9
Sand Lake	40	28	39	36	12	1	....	13	9 00	6 00	6 00	16	13	10
Sanilac Centre	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Saranac	19	57	29	34	18	9	7	34	13 00	10 00	10 00	17.1	....	....
Saugatuck	22	24	41	32	23	2	....	25	12 00	12 00	12 00	17	14	11
Schoolcraft	18	25	45	29	12	3	6	21	18 00	14 40	10 80	18	13	9
Scottville	17	43	40	33	11	....	....	11	11 25	....	....	17	14	....
Sebewaing	13	56	53	48	5	1	....	6	5 00	5 00	5 00	....	13	10
Shelby	35	28	48	32	23	2	2	27	12 00	12 00	12 00	19	14	10
Shepherd	19	46	59	46	3	....	....	3	12 50	....	....	17	....	....
Sheridan	16	40	74	43	6	....	....	6	8 50	....	....	....	....	....
Sherman	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Sherwood	21	41	28	29	18	15	18	51	9 50	9 50	9 50	16	14	10
‡Sibley	....	....	....	....	....	....	....	....	....	....	....	....	....	....
South Frankfort	19	34	48	36	2	2	1	5	10 00	7 50	7 50	16	13	9
South Lyon	27	25	40	31	40	4	3	47	12 00	12 00	8 00	15	12	7
Sparta	31	39	49	41	20	2	2	24	20 00	12 00	12 00	18.1	13.7	10.5
Spring Lake	22	22	33	26	....	2	....	2	....	7 50	5 00	16	....	....
Springport	26	23	28	26	22	....	....	22	10 00	....	....	18	13	9
Stambaugh	12	45	31	30	....	....	....	....	....	....	....	16	....	....
St. Charles	15	35	41	34	9	....	....	9	12 00	....	....	16.3	....	....
St. Johns	30	38	36	35	55	7	1	63	20 00	13 00	13 00	18	14	10
Stephenson	....	....	....	....	....	....	....	....	....	....	....	....	....	....

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* Where a blank occurs item was not reported.
‡ Not legally graded.

*TABLE XVII.—CONTINUED.

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for deaf.
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
10	1	no	1-4	12	47	....	....	25	no	yes	yes	no	......	yes	......	......	......
13	1	no	1-8	12	40	....	....	5	yes	no	no	no	no	yes	yes	no	no
7	1	no	......	12	....	....	....	......	yes	no	no	no	no	yes	yes	no	no
13	1	yes	1-3	12	36	....	....	......	no	yes	no	no	no	no	yes	......	......
8	1	yes	3-4	12	12	....	....	......	no	no	no	no	no	no	yes	no	no
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
5	1	yes	......	12	20	....	....	15	yes	yes	no	yes	no	......	yes	no	......
7	1	yes	1-3	12	8	....	....	13	no	yes	yes	no	no	no	yes	no	no
2	......	no	......	11	....	....	....	......	......	......	......	......	......	......	yes	......	......
3	1	yes	2-5	10	....	....	....	......	......	......	......	......	......	yes	yes	......	......
2	1	no	......	12	2	....	....	......	no	yes	yes	no	......	yes	yes	no	......
4	1	no	1-6	10	....	....	....	......	......	......	......	......	......	......	yes	......	......
29	1	yes	......	12	....	....	....	......	yes	yes	yes	no	......	no	yes	no	no
13	......	yes	......	12	30	....	....	23	yes	......	no	......	no	no	yes	no	......
2	1	no	......	12	1	....	....	......	......	......	......	......	......	......	......	......	......
4	1	no	.....	10	....	....	....	......	no	no	no	no	no	no	no	no	no
7	2	no	6-9	12	....	....	....	......	yes	yes	......	......	......	......	no	......	no
4	1	no	......	10	....	....	....	......	......	......	......	......	......	......	yes	......	......
....	1	no	......	10	....	....	....	......	no	no	no	no	no	no	no	no	no
10	1	no	1-5	12	22	....	....	......	yes	yes	yes	no	no	no	yes	no	......
13	1	no	1-6	12	....	....	....	......	no	no	no	no	no	no	yes	no	no
18	3	yes	......	12	50	....	....	40	no	yes	yes	no	no	no	yes	no	no
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
7	1	no	......	12	12	....	....	......	......	......	......	......	no	no	yes	......	......
5	1	no	12	11	....	....	....	......	no	no	yes	no	no	......	yes	no	no
7	1	yes	......	10	....	....	....	......	......	......	......	......	......	......	yes	no	no
10	1	no	1-6	12	9	....	....	......	no	no	no	no	no	no	yes	no	no
8	1	no	.....	12	27	....	....	......	no	......	......	......	no	no	yes	no	......
....	3	no	1 6	10	....	....	....	......	no	yes	yes	no	no	yes	yes	no	......
10	3	no	1-2	12	16	....	....	17	no	yes	no	no	no	yes	yes	no	no
8	1	no	......	10	....	....	....	......	no	yes	yes	no	no	no	no	no	no
4	1	......	1-8	12	6	....	....	......	......	......	yes	......	......	......	no	......	......
6	1	yes	1-6	12	19	....	....	19	yes	no	yes	no	no	no	yes	no	no
6	1	no	1-4	11	....	....	....	......	......	......	......	......	......	yes	yes	no	......
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
10	1	no	1-4	11	....	....	....	......	no	no	no	no	no	yes	yes	no	no
13	2	no	1-4	11	....	....	....	......	no	no	......	......	......	yes	yes	......	......
6	1	......	......	12	3	....	....	17	no	no	yes	no	no	no	yes	no	......
5	1	yes	1-2	12	14	....	....	9	no	no	no	no	no	no	yes	no	no
....	1	no	1-2	11	....	....	....	......	no	no	no	no	no	no	no	no	......
5	......	......	......	12	....	....	....	......	no	no	no	no	no	yes	yes	no	no
4	1	yes	1-4	11	19	....	....	......	yes	yes	yes	......	......	......	yes	......	......
....	1	no	1-2	11	....	....	....	......	yes	yes	yes	......	......	no	no	no	......
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
3	1	no	1-6	12	7	....	....	......	no	no	yes	no	no	no	yes	no	no
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
1	1	no	1-3	12	....	....	....	......	no	no	no	no	no	no	yes	no	no
14	1	no	......	12	26	....	....	6	no	no	no	no	no	no	no	no	no
7	1	yes	1-5	12	14	....	....	19	no	no	no	no	no	no	yes	no	no
9	1	yes	1-5	10	....	....	....	......	no	no	no	no	no	no	yes	no	no
11	1	yes	1-6	12	11	....	....	......	no	no	no	no	no	no	yes	no	no
1	3	no	1-6	8	....	....	....	......	yes	yes	yes	no	no	no	yes	no	no
6	1	yes	......	12	25	....	....	......	no	no	no	no	no	no	no	no	no
24	3	......	1-3	12	92	....	....	30	yes	yes	yes	no	no	yes	yes	no	no
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......

*TABLE XVII.—CONCLUDED.

Incorporated villages.	Average number pupils to each teacher.				Number of non-resident pupils.				Rate of tuition per year.			Average age of class.		
	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Whole school.	High school department.	Grammar department.	Primary department.	Graduated.	Promoted to high school.	Promoted to grammar department.
Stevensville	12	37	50	32	4	....	1	5	$12 50	$12 50	....	18	13	8
Stockbridge	17	37	55	35	12	2	2	16	12 50	10 00	7 50	18	14	10
‡Sunfield	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Sutton's Bay	27	32	40	33	2	....	....	2	8 00	....	....	....	....	....
Tecumseh	27	44	35	36	37	5	1	43	16 67	13 33	11 67	16	11	7
Tekonsha	30	33	34	32	12	4	....	16	12 00	10 50	9 00	17.5	15	13
Thompsonville	14	48	60	48	....	....	....	....	9 00	4 50	4 50	....	14	9
Three Oaks	19	45	46	38	10	5	....	15	13 50	11 25	....	17	14	9
Trenton	6	32	48	29	4	4	8	16	10 00	8 00	6 00	16.4	12	8.3
Tustin	17	44	48	36	4	....	....	4	9 00	....	....	17.9	....	....
‡Ubly	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Union City	21	30	27	26	32	17	11	60	15 00	12 00	9 00	18	....	....
Unionville	33	59	70	54	16	....	....	16	8 00	....	....	16	....	....
Utica	13	35	35	26	12	....	....	12	13 00	13 00	13 00	17.5	13.8	11.3
Vandalia	21	20	45	26	7	2	....	9	9 00	7 20	5 40	17	....	....
Vanderbilt	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Vassar	21	35	33	30	34	6	1	41	12 00	10 00	8 00	17	16	8
Vermontville	20	55	40	39	35	7	2	44	13 30	9 50	9 50	17	13	11
Vernon	29	38	24	28	10	7	5	22	10 00	10 00	7 50	18	14	10
Vicksburg	23	28	29	26	23	4	....	27	15 00	14 40	12 60	18	15	10
Wakefield	18	25	40	34	....	....	....	....	....	....	....	....	....	....
Warren	....	43	35	40	....	....	....	....	....	9 00	....	....	....	....
Watervliet	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Wayland	39	32	56	41	42	1	....	43	11 00	9 00	7 00	18	....	....
Wayne	24	36	40	34	30	8	3	41	14 00	10 00	8 00	18.5	15	10
Webberville	30	25	39	31	6	4	....	10	9 00	9 00	....	16.8	15.2	10.5
West Branch	....	....	....	....	....	....	....	....	....	....	....	....	....	....
‡Westphalia	....	....	....	....	....	....	....	....	....	....	....	....	....	....
White Cloud	9	27	60	31	2	....	....	2	9 00	....	....	17	....	....
Whitehall	26	28	38	31	7	1	1	9	9 00	9 00	9 00	....	....	....
White Pigeon	26	15	28	22	....	....	....	17	15 00	....	....	18	....	....
Williamston	16	41	30	29	27	11	2	40	14 00	10 00	10 00	18	14	....
Woodland	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Woodmere	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Yale	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Zeeland	17	42	38	35	1	....	1	2	10 00	....	6 00	16	13	10

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* Where a blank occurs the item was not reported.

‡ Not legally graded.

*TABLE XVII.—CONCLUDED.

Number of graduates.	Number of U. S. flags.	Has school kindergarten below primary grade?	Portion of time in first primary devoted to kindergarten work.	Number of grades in the school.	Number of pupils studying—				Does school give special instruction in—					Has school a commercial course?	Is the compulsory attendance law enforced?	Has school an ungraded department?	Has school a day school for deaf?
					Latin.	Greek.	French.	German.	Vocal music?	Drawing?	Penmanship?	Manual training?	Domestic science?				
2	1	yes	......	12	14	....	....	......	yes	no	no	no	no	no	yes	......	......
8	1	yes	1·3	12	....	....	....	......	yes	yes	yes	......	......	yes	......	no	......
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
....	1	yes	1-2	12	....	....	....	......	no	yes	yes	no	no	no	no	no	no
20	2	no	1-4	12	84	....	....	24	yes	yes	no	no	no	no	yes	no	no
5	1	no	......	11	....	....	....	......	no	no	yes	no	no	no	yes	......	......
....	1	no	1-6	12	8	....	....	......	no	no	no	no	no	no	yes	no	no
3	2	no	1-4	12	11	....	....	......	yes	yes	yes	yes	no	no	yes	no	......
1	1	no	1-2	12	4	....	....	3	no	no	no	no	no	no	yes	no	no
5	1	no	1-5	12	....	....	....	......	no	no	no	no	no	no	no	no	no
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
14	1	yes	.....	12	20	4	....	22	yes	yes	no	no	no	no	yes	no	no
....	......	no	......	11	....	....	....	......	no	no	no	no	no	no	yes	no	no
2	1	no	......	12	16	....	....	......	no	no	no	no	no	no	no	no	no
5	1	no	....	12	2	....	....	......	no	yes	no	no	no	yes	yes	no	......
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
6	3	yes	1·3	12	34	....	....	10	no	no	no	no	no	yes	yes	no	......
4	1	......	......	12	25	....	....	21	......	......	yes	......	......	yes	yes	......	......
3	1	no	1·6	12	11	....	....	......	no	no	no	no	no	no	no	no	no
7	1	no	1-3	12	22	....	....	24	......	......	......	......	......	no	yes	......	......
....	......	no	......	10	....	....	....	......	......	......	......	......	......	yes	yes	......	......
....	1	......	......	10	....	....	....	......	no	no	no	no	no	no	no	no	no
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
8	1	no	......	11	....	....	....	......	......	......	......	......	......	no	yes	......	......
8	1	no	1·8	12	32	....	....	21	yes	yes	no	no	no	no	no	no	no
8	1	no	1-2	10	1	....	....	......	......	yes	yes	......	......	no	no	no	......
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
5	......	no	......	10	....	....	....	......	no	no	no	no	no	no	no	no	no
13	1	no	1·4	12	....	....	....	......	......	......	......	......	......	yes	yes	......	......
10	1	no	......	12	14	....	....	8	yes	yes	......	......	......	yes	yes	......	......
10	......	no	......	12	20	....	....	18	no	no	yes	no	......	no	......	......	no
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
....	......	......	......	......	....	....	....	......	......	......	......	......	......	......	......	......	......
5	1	yes	1·2	11	....	....	....	......	yes	yes	yes	......	......	yes	yes	no	no

* TABLE XVIII.—*Financial statistics of city schools, as reported by superintendents, for the year 1902–1903.*

Incorporated cities.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Adrian	$1,600 00	$18,539 00	$1,250 00	$21,389 00	$108 18	$8 24	$116 42	$53 83	$8 24	$62 07	$35 45	$8 24	$43 69	$11 75	$8 24	$19 99
Albion	1,500 00	11,285 75	927 00	13,712 75	....	....	....	....	....	....	....	....	....	16 36	5 28	21 64
Alpena	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Ann Arbor	2,400 00	38,903 50	2,675 00	43,978 50	....	....	....	....	....	....	....	....	....	20 35	4 55	24 90
Au Sable	600 00	2,117 00	....	3,017 00	19 00	1 87	20 87	6 80	1 87	8 67	5 20	1 87	7 07	7 82	1 87	9 69
Battle Creek	2,000 00	43,025 00	2,975 00	48,000 00	30 00	6 55	36 55	13 02	6 55	19 57	11 29	6 55	17 84	14 98	6 55	21 53
Bay City	2,250 00	54,655 79	3,475 00	60,380 79	34 68	6 95	41 63	13 93	6 95	20 88	10 82	6 95	17 77	16 02	6 95	22 97
Beaverton	600 00	2,100 00	....	2,700 00	....	....	....	....	....	....	....	....	....	10 46	1 94	12 40
Belding	1,100 00	5,516 50	375 00	6,991 50	....	....	....	....	....	....	....	....	....	14 30	8 94	23 24
Benton Harbor	1,600 00	11,997 50	450 00	14,047 50	19 93	5 54	25 47	12 41	5 54	17 95	9 15	5 54	14 69	11 73	5 54	17 27
Bessemer	1,500 00	11,673 50	570 00	13,743 50	....	....	....	....	....	....	....	....	....	15 74	14 75	30 49
Big Rapids	1,400 00	10,322 00	....	11,722 00	22 38	7 26	29 64	14 30	7 26	21 56	12 55	7 26	19 81	14 76	7 26	22 02
Cadillac	2,000 00	14,279 84	350 00	16,629 84	....	....	....	....	....	....	....	....	....	11 98	3 25	15 23
Charlotte	1,500 00	10,121 50	450 00	12,071 50	22 24	5 61	27 85	15 70	5 61	21 31	15 00	5 61	20 61	17 54	5 61	23 15
Cheboygan	1,200 00	10,175 00	....	11,375 00	....	....	....	....	....	....	....	....	....	11 20	6 02	17 22
Clare	800 00	2,900 00	....	3,700 00	....	....	....	....	....	....	....	....	....	9 09	9 15	18 24
Coldwater	1,400 00	11,800 00	....	13,200 00	....	....	....	....	....	....	....	....	....	13 36	6 30	19 66
Corunna	1,100 00	3,400 00	260 00	4,760 00	10 48	7 14	17 62	7 52	7 14	14 66	6 21	7 14	13 35	16 08	7 14	23 22
Crystal Falls	1,550 00	11,550 00	136 00	13,236 00	....	....	....	....	....	....	....	....	....	16 56	10 41	26 97
Detroit	4,000 00	729,567 85	10,200 00	743,767 85	53 92	7 37	61 29	24 34	7 37	32 71	21 58	7 37	28 95	22 14	7 37	29 51
Dowagiac	1,500 00	9,670 00	450 00	11,620 00	24 09	9 51	33 60	11 30	9 51	20 81	12 76	9 51	22 27	13 82	9 51	23 33
East Tawas	700 00	3,195 00	....	3,895 00	34 54	2 35	36 89	10 15	2 35	12 50	5 22	2 35	7 57	8 91	2 35	11 26
Eaton Rapids	1,000 00	4,775 00	....	5,775 00	....	....	....	....	....	....	....	....	....	13 95	6 84	20 79
Escanaba	1,516 74	21,738 25	550 00	23,804 99	....	....	....	....	....	....	....	....	....	12 92	4 39	17 31
Flint	1,900 00	34,127 40	1,206 25	37,233 65	26 93	11 36	38 29	18 08	11 36	29 44	12 30	11 36	23 66	17 37	11 36	28 73
Gladstone	1,100 00	6,700 00	700 00	8,500 00	40 70	1 60	42 30	10 90	1 60	12 50	11 55	1 60	12 15	14 07	1 60	15 67
Gladwin	750 00	1,400 00	....	2,150 00	15 30	1 64	16 94	7 14	1 64	8 78	5 46	1 64	7 10	8 23	1 64	9 87
Grand Haven	1,300 00	12,713 74	....	14,013 74	....	....	....	....	....	....	....	....	....	14 42	23 10	37 52
Grand Ledge { N. S.	500 00	1,238 50	....	1,738 50	31 00	6 94	37 94	12 00	6 94	18 94	4 50	6 94	11 44	13 27	6 94	20 21
{ S. S.	950 00	2,225 00	150 00	3,325 00	15 00	5 33	20 33	9 00	5 33	14 33	6 00	5 33	11 33	11 79	5 33	17 12
Grand Rapids	3,350 00	249,619 90	11,421 30	264,391 20	32 71	8 31	41 02	23 59	8 31	31 90	16 54	8 31	24 85	20 14	8 31	28 45
Greenville	1,200 00	7,735 00	550 00	9,485 00	15 00	5 35	20 35	7 78	5 35	13 13	6 47	5 35	11 82	13 69	5 35	19 04
Harrison	525 00	729 00	....	1,254 00	....	....	....	....	....	....	....	....	....	8 14	1 59	9 73
Hastings	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Hillsdale	1,300 00	8,596 50	766 60	10,663 10	17 05	6 88	23 93	14 85	6 88	21 73	11 58	6 88	18 46	14 10	6 88	20 98
Holland	1,400 00	14,233 41	428 69	16,062 10	....	....	....	....	....	....	....	....	....	10 90	4 61	15 51
Hudson	1,250 00	4,968 50	380 00	6,598 50	24 70	6 22	30 92	12 50	6 22	18 72	12 70	6 22	18 92	15 03	6 22	21 25

Ionia	1,350 00	12,718 07	......	14,063 07	......	......	......	......	......	......	......	......	......	17 60	6 45	24 05
Iron Mountain	2,000 00	28,618 10	......	30,618 10	......	......	......	......	......	......	......	......	......	18 62	4 91	18 55
Ironwood	2,100 00	25,530 88	1,200 00	28,830 88	......	......	......	......	......	......	......	......	......	12 64	6 40	19 04
Ishpeming	2,500 00	38,755 00	3,900 00	45,155 00	......	......	......	......	......	......	......	......	......	16 80	7 47	24 27
Jackson	2,400 00	47,534 57	1,550 00	51,484 57	34 39	10 40	44 79	16 27	10 40	26 67	14 12	10 40	24 52	16 16	10 40	26 56
Kalamazoo	2,000 00	45,725 97	9,200 00	56,925 97	30 72	6 78	37 50	14 33	6 78	21 11	10 04	6 78	16 82	13 82	6 78	20 60
Lansing	1,600 00	37,310 38	1,150 00	40,060 38	......	......	......	......	......	......	......	......	......	15 30	7 34	22 64
Lapeer	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
Ludington	1,400 00	18,350 50	450 00	20,200 50	......	......	......	......	......	......	......	......	......	13 00	6 88	19 88
Mackinac Island	680 00	1,182 50	......	1,862 50	21 50	4 77	26 27	10 00	4 77	14 77	8 20	4 77	12 97	13 80	4 77	18 57
Manistee	1,800 00	33,047 81	1,149 12	35,996 93	33 91	7 44	41 35	13 77	7 44	21 21	18 91	7 44	21 35	16 09	7 44	23 53
Manistique	1,200 00	12,182 14	500 00	13,882 14	43 91	6 48	50 39	14 60	6 48	21 08	18 11	6 48	24 59	18 17	6 48	24 65
Marine City	1,100 00	5,500 00	......	6,600 00	......	......	......	......	......	......	......	......	......	10 37	8 64	19 01
Marquette	2,200 00	26,835 63	600 00	29,635 63	47 26	10 70	57 96	13 45	10 70	24 15	12 60	10 70	23 30	19 54	10 70	30 24
Marshall	1,300 00	9,639 00	507 50	11,446 50	......	......	......	......	......	......	......	......	......	16 26	11 81	28 07
Mason	1,000 00	3,750 00	200 00	4,950 00	18 35	8 75	27 10	9 96	8 75	18 71	11 24	8 75	19 99	14 95	8 75	23 70
Menominee	1,800 00	25,041 85	2,355 50	29,197 35	39 38	4 72	44 10	14 23	4 72	18 95	10 94	4 72	15 66	13 26	4 72	17 98
Midland	1,000 00	5,650 00	......	6,650 00	20 65	4 26	24 89	10 00	4 26	14 26	9 50	4 26	13 76	11 50	4 26	15 76
Monroe	1,350 00	6,700 00	850 00	8,900 00	33 10	11 24	44 34	12 00	11 24	23 24	10 06	11 24	21 30	15 06	11 24	26 30
Mt. Clemens	1,500 00	12,121 25	500 00	14,121 25	39 63	5 86	45 49	10 84	5 86	16 70	11 08	5 86	16 94	13 80	5 86	19 66
Mt. Pleasant	1,250 00	7,972 50	342 00	9,564 50	......	......	......	......	......	......	......	......	......	14 51	7 09	21 60
Muskegon	2,500 00	44,693 19	3,100 00	50,293 19	27 62	15 75	43 37	11 15	15 75	26 90	16 26	15 75	32 01	12 55	15 75	28 30
Negaunee	1,700 00	19,017 51	......	20,717 51	35 63	5 48	41 11	13 24	5 48	18 72	10 90	5 48	16 35	16 25	5 48	21 73
Niles	1,600 00	9,703 75	380 00	11,683 75	21 00	4 63	25 63	12 00	4 63	16 63	11 00	4 63	15 63	12 70	4 63	17 33
North Muskegon	320 00	270 00	......	590 00	......	......	......	8 42	3 60	12 02	4 65	3 60	8 25	6 15	3 60	9 75
Norway	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
Omer	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
Onaway	600 00	2,705 00	......	3,305 00	50 52	4 94	55 46	13 27	4 94	18 21	10 54	4 94	15 48	7 66	4 94	12 60
Owosso	1,600 00	19,654 38	650 00	21,904 38	......	......	......	......	......	......	......	......	......	14 81	9 10	23 91
Petoskey	1,500 00	11,844 53	500 00	13,844 53	38 27	6 00	44 27	13 76	6 00	19 76	21 72	6 00	27 72	16 60	6 00	22 60
Pontiac	2,000 00	19,523 68	750 00	22,273 68	33 09	11 87	44 96	13 70	11 87	25 57	13 68	11 87	25 55	16 22	11 87	28 09
Port Huron	1,900 00	35,500 00	500 00	37,900 00	28 50	6 70	35 20	10 60	6 70	17 30	9 95	6 70	16 65	12 60	6 70	19 30
Saginaw	2,200 00	76,277 84	2,500 00	80,977 84	......	......	......	......	......	......	......	......	......	19 11	8 58	27 64
Saginaw, W. S.	1,600 00	34,525 00	3,650 00	39,775 00	......	......	......	......	......	......	......	......	......	14 88	9 24	24 12
St. Clair	1,100 00	4,788 25	400 00	6,288 25	20 10	7 06	27 16	9 89	7 06	16 95	11 22	7 06	18 28	12 52	7 06	19 58
St. Ignace	1,000 00	3,604 00	......	4,604 00	......	......	......	......	......	......	......	......	......	11 23	4 40	15 63
St. Joseph	1,600 00	11,340 00	800 00	13,740 00	27 16	5 82	32 98	10 70	5 82	16 52	12 49	5 82	18 31	15 30	5 82	21 12
St. Louis	1,100 00	5,100 00	......	6,200 00	24 87	9 58	34 45	15 09	9 58	24 67	10 70	9 58	20 28	14 06	9 58	23 64
Sault Ste. Marie	2,000 00	26,789 69	933 90	29,723 59	22 96	8 33	31 29	7 39	8 33	15 72	10 51	8 33	18 84	11 00	8 33	19 33
South Haven	1,200 00	7,992 30	465 00	9,657 30	19 38	4 29	23 67	11 62	4 29	15 91	11 58	4 29	15 87	18 12	4 29	17 41
Standish	600 00	1,733 75	87 50	2,421 25	20 00	6 45	26 45	......	......	......	......	......	......	9 42	6 45	15 87
Stanton	807 50	2,742 50	......	3,550 00	15 27	2 82	18 09	10 09	2 82	12 91	13 63	2 82	16 45	11 95	2 82	14 77
Sturgis	1,100 00	4,167 25	231 25	5,498 50	30 21	3 89	34 10	11 55	3 89	15 44	8 93	3 89	12 82	13 71	3 89	17 60
Tawas City	750 00	2,100 00	......	2,850 00	39 65	3 11	42 76	8 13	3 11	11 24	7 29	3 11	10 40	11 26	3 11	14 37
Three Rivers	1,200 00	9,825 50	875 00	11,900 50	†25 41	5 65	†31 06	......	......	......	9 89	5 65	15 54	17 58	5 65	23 23
Traverse City	1,500 00	20,431 53	990 00	22,921 53	......	......	......	......	......	......	......	......	......	12 75	4 63	17 38
West Bay City	1,300 00	26,211 29	......	27,511 79	32 09	6 09	38 18	21 31	6 09	27 40	12 93	6 09	19 02	14 64	6 09	20 73
Wyandotte	1,200 00	9,232 98	1,350 00	11,782 98	......	......	......	......	......	......	......	......	......	15 54	12 14	27 68
Ypsilanti	1,650 00	12,448 00	1,010 00	15,108 00	24 42	8 65	33 07	15 50	8 65	24 15	12 73	8 65	21 38	16 04	8 65	24 69

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* Where a blank occurs the item was not reported.

† Includes both high school and grammar departments.

*TABLE XVIII.—CONTINUED.

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Addison	$750 00	$1,260 00		$2,010 00										$13 58	$9 20	$22 78
Algonac	855 00	2,240 00		3,095 00										11 13	8 51	19 64
Allegan	1,400 00	7,185 50		8,585 50	$16 80	$12 49	$29 29	$7 78	$12 49	$20 27	$8 76	$12 49	$21 25	13 54	12 49	26 03
Alma	1,050 00	4,611 50	$400 00	6,061 50										9 55	4 24	13 79
Almont	707 50	1,725 00		2,432 50	16 60	5 06	21 66	10 04	5 06	15 10	9 40	5 06	14 46	11 81	5 06	16 87
Armada	749 96	1,395 00		2,144 96										10 72	22 77	33 49
Ashley	450 00	585 00		1,035 00										6 67	2 47	9 14
Athens	540 00	945 00		1,485 00	16 17	2 29	18 46	9 26	2 29	11 55	9 26	2 29	11 55	10 91	2 29	13 20
†Atlanta																
Attica	450 00	250 00		700 00				11 84	4 43	16 27	5 55	4 43	9 98	8 43	4 43	12 86
Augusta	600 00	1,179 00		1,779 00										11 70	3 47	15 17
Bad Axe	750 00	3,200 00		3,950 00										11 09	3 93	15 02
Baldwin																
Bancroft	800 00	900 00		1,700 00	26 30	5 14	31 44	10 00	5 14	15 14	7 70	5 14	12 84	13 85	5 14	18 99
Bangor	900 00	2,491 00		3,391 00										10 24	4 03	14 27
Baraga	1,200 00	3,930 00		5,130 00										23 32	27 28	50 60
Bear Lake	560 00	780 00		1,340 00										11 65	4 08	15 73
Bellaire	720 00	2,245 00	116 25	3,081 25	20 32	3 60	23 92	7 93	3 60	11 53	9 00	3 60	12 60	10 48	3 60	14 08
Bellevue	700 00	1,966 50	95 00	2,761 50										13 15	3 63	16 78
Benzonia	600 00	1,377 00		1,977 00										13 73	3 62	17 35
Berrien Springs	800 00	1,620 00		2,420 00										16 58	13 20	29 78
Birmingham	1,000 00	2,650 00		3,650 00	21 50	15 48	36 98	10 10	15 48	25 58	7 90	15 48	23 38	12 24	15 48	27 72
Blissfield, E. S	800 00	1,225 00		2,025 00	19 00	3 75	22 75	9 95	3 75	13 70	8 10	3 75	11 85	11 70	3 75	15 45
Blissfield, W. S	650 00	780 00		1,430 00										10 29	2 98	13 27
Bloomingdale	504 00	1,095 00		1,595 00	22 63	5 54	28 17	6 43	5 54	11 97	6 00	5 54	11 54	13 07	5 54	18 61
†Boardman																
Boyne City	800 00	2,867 51		3,667 51	27 70	3 63	31 33	8 21	3 63	11 84	7 21	3 63	10 84	9 65	3 63	13 28
Boyne Falls	450 00	990 00		1,440 00										8 83	1 26	10 09
Breedsville																
Brighton	800 00	1,500 00		2,300 00	54 80	8 73	63 53	12 19	8 73	20 92	8 55	8 73	17 28	16 66	8 73	25 39
Britton																
Bronson	712 50	1,805 00		2,517 50	21 80	3 43	25 23	9 00	3 43	12 43	7 80	3 43	11 23	10 49	3 43	13 92
Brooklyn	800 00	1,650 00		2,450 00	32 95	2 45	35 40	10 41	2 45	12 86	11 74	2 45	14 19	17 13	2 45	19 58
Brown City	650 00	800 00		1,450 00	14 81	2 93	17 74	8 54	2 93	11 47	3 74	2 93	6 67	6 80	2 93	9 73

Buchanan	950 00	4,177 50	322 50	5,450 00	22 50	7 79	30 29	15 50	7 79	23 29	14 30	7 79	22 09	16 67	7 79	23 46
Burlington	380 00	480 00	....	860 00	21 11	3 66	24 77	....	....	....	....	....	....	13 23	3 66	16 89
Burr Oak	540 00	1,665 00	....	2,205 00	28 00	6 14	34 14	7 75	6 14	13 89	9 00	6 14	15 14	12 82	6 14	18 96
Byron	550 00	650 00	....	1,200 00	13 09	9 40	22 49	....	....	....	....	....	....	10 91	9 40	20 31
Caledonia	600 00	970 00	....	1,570 00	9 50	3 47	12 97	....	....	....	....	....	....	10 53	3 47	14 00
Camden	465 00	810 00	....	1,275 00	....	....	....	....	....	....	....	....	....	12 14	17 14	29 28
Capac	600 00	1,221 50	....	1,821 50	....	....	....	....	....	....	....	....	....	9 95	3 43	13 38
Caro	1,000 00	4,550 00	195 00	5,745 00	....	....	....	....	....	....	....	....	....	11 82	4 79	16 61
Carson City	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Carsonville	500 00	500 00	....	1,000 00	....	....	....	14 15	1 10	15 25	3 86	1 10	4 96	8 55	1 10	9 65
Caseville	700 00	600 00	....	1,300 00	17 50	3 35	20 85	4 84	3 35	8 19	4 22	3 35	7 57	10 65	3 35	14 00
Casnovia	500 00	585 00	....	1,085 00	....	....	....	....	....	....	....	....	....	12 76	2 03	14 79
Cass City	800 00	2,163 00	....	2,963 00	12 00	4 38	16 38	5 25	4 38	9 63	9 00	4 38	13 38	9 09	4 38	13 47
Cassopolis	850 00	3,016 25	....	3,866 25	29 00	2 26	31 26	10 00	2 26	12 26	9 50	2 26	11 76	12 51	2 26	14 77
Cedar Springs	800 00	2,227 50	....	3,027 50	17 96	5 78	23 74	12 31	5 78	18 09	7 39	5 78	13 17	14 21	5 78	19 99
Central Lake	750 00	2,025 00	....	2,775 00	....	....	....	....	....	....	....	....	....	10 71	9 60	20 31
Centreville	600 00	1,623 00	....	2,223 00	20 30	14 14	34 44	14 56	14 14	28 70	13 40	14 14	27 54	16 11	14 14	30 25
Charlevoix	1,000 00	5,052 50	360 00	6,412 50	15 58	16 26	31 84	10 86	16 26	27 12	10 61	16 26	26 87	11 76	16 26	28 02
Chelsea	1,000 00	3,940 00	200 00	5,140 00	....	....	....	....	....	....	....	....	....	14 52	4 47	18 99
Chesaning	900 00	2,405 00	....	3,305 00	....	....	....	....	....	....	....	....	....	13 60	14 73	28 33
Clarkston	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Clayton	600 00	543 00	....	1,143 00	....	....	....	....	....	....	....	....	....	4 61	2 09	6 70
†Clifford	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Climax	442 50	900 00	....	1,342 50	16 07	5 33	21 40	12 55	5 33	17 88	17 24	5 33	22 57	13 84	5 33	19 17
Clinton	900 00	1,890 50	....	2,790 50	....	....	....	....	....	....	....	....	....	12 80	2 59	15 39
Clio	750 00	1,820 50	....	3,570 50	36 27	2 45	38 72	16 39	2 45	18 84	13 57	2 45	16 02	14 86	2 45	17 31
Coleman	650 00	2,550 00	....	3,200 00	....	....	....	....	....	....	....	....	....	10 92	2 37	13 29
Coloma	540 00	1,035 00	....	1,575 00	....	....	....	....	....	....	....	....	....	8 29	10 16	18 45
Columbiaville	600 00	1,120 00	....	1,720 00	....	....	....	....	....	....	....	....	....	14 10	6 77	20 87
Concord	625 00	1,377 50	....	2,002 50	....	....	....	....	....	....	....	....	....	18 20	5 76	23 96
Constantine	850 00	2,650 00	....	3,500 00	23 33	4 52	27 85	15 66	4 52	20 18	10 50	4 52	15 02	15 35	4 52	19 87
Coopersville	600 00	1,330 00	....	1,930 00	....	....	....	....	....	....	....	....	....	11 56	2 45	14 01
Copemish	450 00	585 00	....	1,035 00	20 45	3 57	24 02	....	....	....	....	....	....	12 32	3 57	15 89
Croswell	750 00	2,070 00	....	2,820 00	....	....	....	....	....	....	....	....	....	9 50	6 80	16 30
†Croton	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Custer	405 00	630 00	....	1,035 00	25 31	3 18	28 49	....	....	....	....	....	....	15 92	3 18	19 10
Dansville	625 00	900 00	....	1,525 00	21 26	3 84	25 10	12 20	3 84	16 04	11 58	3 84	15 42	14 66	3 84	18 50
Davison	600 00	1,500 00	....	2,100 00	....	....	....	....	....	....	....	....	....	11 29	9 13	20 42
Dearborn	700 00	1,800 00	....	2,500 00	....	....	....	....	....	....	....	....	....	10 26	4 14	14 40
Decatur	1,000 00	2,412 00	....	3,412 00	25 00	4 45	29 45	6 45	4 45	10 90	7 14	4 45	11 59	12 50	4 45	16 95
Deckerville	550 00	484 00	....	1,034 00	....	....	....	....	....	....	....	....	....	9 40	11 53	20 93
Deerfield	600 00	1,071 00	....	1,671 00	15 80	2 19	17 99	....	....	....	....	....	....	8 75	2 19	10 94
Delray	1,350 00	11,357 50	450 00	13,157 50	....	....	....	....	....	....	....	....	....	10 63	7 37	18 00
Detour	600 00	1,575 00	....	2,175 00	....	....	....	....	....	....	....	....	....	11 88	5 14	17 02

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* Where a blank occurs the item was not reported.

† Not legally graded.

* TABLE XVIII.—CONTINUED.

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total	Instruction.	Incidentals.	Total.
Dexter	$810 00	$1,881 00	$108 00	$2,799 00	$22 64	$3 83	$26 47	$8 30	$3 83	$12 13	$8 11	$3 83	$11 94	$11 91	$3 83	$15 74
Douglas	540 00	630 00		1,170 00	27 00	5 05	32 05	8 75	5 05	13 80	9 69	5 05	14 74	13 30	5 05	18 35
Dryden	650 00	580 00		1,230 00												
Dundee	765 00	3,095 00		3,860 00										17 23	4 47	21 70
Durand																
†Eagle																
†East Grand Rapids																
East Jordan	800 00	2,672 13		3,472 13										11 09	6 16	17 25
Eau Claire	450 00	585 00		1,035 00										9 76	2 28	12 04
Edmore	600 00	1,255 00		1,855 00	12 50	3 57	16 07	6 21	3 57	9 78	6 09	3 57	9 66	10 54	3 57	14 11
Elkton	550 00	1,038 75		1,588 75										11 60	3 96	15 56
Elsie	617 50	1,025 00		1,642 50										9 90	8 02	17 92
†Emmett																
Empire	555 55	633 33		1,188 88	9 20	2 28	11 48	6 60	2 28	8 88	8 60	2 28	10 88	8 20	2 28	10 48
Essexville	700 00	1,200 00		1,900 00										13 48	13 49	26 97
Evart	750 00	3,985 04		4,735 01										13 72	7 62	21 34
Farmington	600 00	680 00		1,280 00	27 27	6 26	33 53	12 00	6 26	18 26	5 00	6 26	11 26	10 16	6 26	16 42
Farwell	540 00	1,134 00		1,674 00	10 80	3 21	14 01	7 05	3 21	10 26	4 55	3 21	7 76	8 72	3 21	11 93
Fenton	1,200 00	4,750 00	400 00	6,350 00										13 71	15 11	28 82
Fennville																
Fife Lake	540 00	900 00		1,440 00	25 71	3 62	29 33	11 53	3 62	15 15	10 00	3 62	13 62	11 08	3 62	14 70
Flushing	950 00	1,750 00		2,700 00										14 83	5 20	20 03
Forestville																
†Fowler																
Fowlerville	800 00	2,085 00		2,885 00	18 24	3 39	21 63	14 72	3 39	18 11	5 36	3 39	8 75	14 94	3 39	18 33
Frankfort	1,221 28	4,109 35	350 00	5,680 63	20 24	3 65	23 89	13 71	3 65	17 36	8 99	3 65	12 64	13 52	3 65	17 17
†Fraser																
Fremont	800 00	3,090 00		3,890 00	12 50	3 48	15 98	10 00	3 48	13 48	7 50	3 48	10 98	11 11	3 48	14 59
Fruitport	550 00	350 00		900 00				19 64	3 57	23 21	8 33	3 57	11 90	12 86	3 57	16 43
Gagetown	550 00	300 00		850 00				23 91	2 82	26 73	4 76	2 82	7 58	9 88	2 82	12 70
†Gaines	550 00	550 00		1,100 00	17 74	6 08	23 82							13 10	6 08	19 18
Galesburg	900 00	1,476 00		2,376 00	15 85	2 08	17 93	12 32	2 08	14 40	10 19	2 08	12 27	13 42	2 08	15 50
Galien	495 00	859 50		1,354 50				4 84	3 61	8 45	5 29	3 61	8 90	10 83	3 61	14 44
†Garden																

Gaylord	850 00	2,900 00	76 00	3,826 00	....	....	....	....	....	....	....	....	....	11 25	12 40	23 65
†Glenwood	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Gobleville	500 00	1,205 00	....	1,705 00	....	....	....	....	....	....	....	....	....	9 22	1 92	11 14
Grandville	600 00	960 00	....	1,560 00	....	....	....	....	....	....	....	....	....	11 96	4 74	16 70
†Grant	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Grass Lake	750 00	1,700 00	100 00	2,550 00	....	....	....	....	....	....	....	....	....	13 93	2 73	16 66
Grosse Pointe	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
†Grosse Pointe Farms	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
†Hamtramck	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Hancock	1,650 00	11,753 37	....	13,403 37	40 42	13 91	54 33	14 84	13 91	28 75	12 04	13 91	25 95	16 11	13 91	30 02
Hanover	700 00	900 00	....	1,600 00	....	....	....	....	....	....	....	....	....	14 28	2 86	17 14
Harbor Beach	1,000 00	2,450 00	....	3,450 00	36 00	9 66	45 66	9 30	9 66	18 96	8 94	9 66	18 60	12 59	9 66	22 25
Harbor Springs	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Harrietta	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Harrisville	500 00	936 00	....	1,436 00	20 00	1 89	21 89	6 00	1 89	7 89	7 20	1 89	9 09	8 81	1 89	10 70
Hart	850 00	2,956 00	82 50	3,888 50	....	....	....	....	....	....	....	....	....	12 62	4 66	17 28
Hartford	850 00	2,007 00	....	2,857 00	....	....	....	....	....	....	....	....	....	9 92	70	10 62
Hersey	715 00	950 00	....	1,665 00	16 00	1 62	17 62	14 00	1 62	15 62	11 00	1 62	12 62	14 60	1 62	16 22
Hesperia	550 00	1,109 25	....	1,659 25	....	....	....	....	....	....	....	....	....	10 70	4 02	14 72
Highland Park	1,050 00	1,450 00	....	2,500 00	....	....	....	....	....	....	....	....	....	21 55	10 20	31 75
Hillman	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Holly	1,000 00	2,530 00	....	3,530 00	....	....	....	....	....	....	....	....	....	12 52	3 20	15 72
Homer	750 00	2,225 00	300 00	3,275 00	....	....	....	....	....	....	....	....	....	12 08	1 22	13 30
Houghton	2,000 00	16,912 50	600 00	19,512 50	....	....	....	....	....	....	....	....	....	20 98	13 69	34 67
Howard City	807 50	2,672 50	108 00	3,588 00	....	....	....	....	....	....	....	....	....	13 14	4 30	17 44
Howell	1,000 00	5,670 00	300 00	6,970 00	....	....	....	....	....	....	....	....	....	13 75	7 24	20 99
Hubbardston	585 00	540 00	96 00	1,221 00	23 97	4 30	28 27	....	....	....	....	....	....	14 13	4 30	18 43
Imlay City	900 00	2,550 00	250 00	3,700 00	....	....	....	....	....	....	....	....	....	11 38	2 79	14 17
Iron River	860 00	3,250 00	....	4,110 00	....	....	....	....	....	....	....	....	....	15 39	11 91	27 30
Ithaca	1,100 00	3,900 00	350 00	5,350 00	26 50	5 36	31 86	10 50	5 36	15 86	7 75	5 36	13 11	11 83	5 36	17 19
Jonesville	950 00	2,754 00	....	3,704 00	....	....	....	....	....	....	....	....	....	13 47	7 51	20 98
Kalkaska	750 00	2,360 00	....	3,110 00	19 71	2 76	22 47	8 98	2 76	11 74	8 87	2 76	11 63	10 83	2 76	13 59
Kingsley	495 00	630 00	50 60	1,175 60	....	....	....	....	....	....	....	....	....	7 84	5 19	13 03
Kingston	475 00	250 00	....	725 00	....	....	....	9 31	1 86	11 17	4 24	1 86	6 10	6 59	1 86	8 45
Laingsburg	600 00	1,300 00	....	1,900 00	....	....	....	....	....	....	....	....	....	16 52	3 72	20 24
Lake Ann	360 00	315 00	....	675 00	....	....	....	15 00	3 70	18 70	9 84	3 70	13 54	12 05	3 70	15 75
Lake City	450 00	1,485 00	....	1,935 00	25 00	5 00	30 00	....	....	....	....	....	....	11 12	5 00	16 12
Lake Linden	1,800 00	14,360 10	1,100 25	17,260 35	28 75	11 44	40 19	27 66	11 44	39 10	14 59	11 44	26 03	19 26	11 44	30 70
Lake Odessa	800 00	2,481 50	....	3,281 50	22 84	8 80	31 64	9 67	8 80	18 47	9 59	8 80	18 39	12 10	8 80	20 90
Lakeview	850 00	2,100 00	....	2,950 00	....	....	....	....	....	....	....	....	....	10 17	6 36	16 53
L'Anse	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Laurium	3,000 00	69,140 32	2,400 00	74,540 32	....	....	....	....	....	....	....	....	....	14 64	8 40	23 04
Lawrence	800 00	1,872 00	65 00	2,737 00	....	....	....	....	....	....	....	....	....	14 33	4 19	18 52
Lawton	600 00	1,434 50	....	2,034 50	....	....	....	....	....	....	....	....	....	9 92	6 87	16 77
Leonard	450 00	475 00	....	925 00	18 00	1 94	19 94	....	....	....	....	....	....	10 28	1 94	12 22

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* Where a blank occurs the item was not reported.

† Not legally graded.

*TABLE XVIII.—CONTINUED.

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in—											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Le Roy	$540 00	$945 00		$1,485 00	$27 00	$3 45	$30 45							$11 25	$3 45	$14 70
Leslie	750 00	1,900 00		2,650 00	27 00	7 06	34 06	$10 00	$7 06	$17 06	$10 00	$7 06	$17 06	13 95	7 06	21 01
Lexington	700 00	1,300 00		2,000 00										12 50	3 31	15 81
Linden	550 00	950 00		1,500 00										12 50	4 16	16 66
Lisbon	450 00	483 00		933 00	20 45	3 91	24 36							12 44	3 91	16 35
Litchfield	600 00	1,220 00		1,820 00										13 10	3 10	16 20
Lowell	1,050 00	3,920 00		4,970 00										11 74	8 71	20 45
Luther																
Lyons	575 00	1,727 00		2,302 00										14 95	2 46	17 41
Mackinaw City	630 00	900 00		1,530 00	27 65	7 05	34 70	9 59	7 05	16 64	6 85	7 05	13 90	11 77	7 05	18 82
Mancelona	765 00	3,565 00		4,330 00	12 59	4 87	17 46	10 68	4 87	15 55	10 81	4 87	15 68	10 93	4 87	15 80
Manchester	1,000 00	2,300 00		3,300 00	22 00	3 02	25 02	8 07	3 02	11 09	8 15	3 02	11 17	12 69	3 02	15 71
Manton	628 75	1,940 00		2,568 75	21 00	1 49	22 49	8 40	1 49	9 89	5 00	1 49	6 49	8 23	1 49	9 72
Maple Rapids	600 00	900 00		1,500 00	30 00	5 26	35 26	10 71	5 26	15 97	10 00	5 26	15 26	14 02	5 26	19 28
Marcellus	700 00	1,985 00		2,685 00	32 51	12 83	45 34	8 75	12 83	21 58	7 70	12 83	20 53	12 09	12 83	24 92
Marion	550 00	1,107 00		1,657 00										8 81	6 46	15 27
Marlette	850 00	2,950 00		3,800 00										12 83	3 33	16 16
†Maybee																
Mayville	600 00	1,300 00		1,900 00	27 77	4 30	32 07	4 55	4 30	8 85	4 31	4 30	8 61	9 22	4 30	13 52
McBain	495 00	1,260 00		1,755 00												
McBride	600 00	570 00		1,170 00	13 63	2 58	16 21							7 85	2 58	10 43
Mecosta	500 00	549 00		1,049 00	14 28	2 00	16 28	8 82	2 00	10 82	3 60	2 00	5 60	8 20	2 00	10 20
Memphis	650 00	938 00		1,588 00										10 18	3 75	13 93
Mendon	750 00	1,845 00		2,595 00	35 06	4 46	39 52	29 78	4 46	34 24	4 92	4 46	9 38	14 66	4 46	19 12
†Merrill																
Mesick	360 00	630 00		990 00												
Metamora	500 00	600 00		1,100 00	19 24	3 38	22 62	11 03	3 38	14 41	9 65	3 38	13 03	12 36	3 38	15 74
Middleville																
Milan	800 00	1,920 00		2,720 00										11 72	4 34	16 06
Milford	950 00	1,865 00	$350 00	3,165 00	26 04	4 66	30 70	16 88	4 66	21 54	13 04	4 66	17 70	19 66	4 66	24 32
Millersburg																
Millington																
Minden	495 00	270 00		765 00										8 32	7 33	15 65
Montague	900 00	1,815 00	100 00	2,815 00	26 50	5 26	31 76	14 19	5 26	19 45	5 90	5 26	11 16	12 18	5 26	17 44

†Montrose																
Morenci	800 00	1,728 00		2,528 00	20 96	4 63	25 59	6 16	4 63	10 79	8 30	4 63	12 93	10 94	4 63	15 57
Morley	607 50	523 00		1,129 50	15 18	5 37	20 55							11 52	5 37	16 89
Morrice	570 00	855 00		1,425 00	23 75	6 40	30 15							13 31	6 40	19 71
Mt. Morris	600 00	900 00		1,500 00	17 93	2 13	20 06	7 38	2 13	9 51	7 86	2 13	9 99	10 20	2 13	12 33
Muir	500 00	810 00		1,310 00	23 81	5 13	28 94	13 50	5 13	18 63	8 71	5 13	13 84	12 71	5 13	17 84
Munising	1,100 00	8,000 00	500 00	9,600 00										19 63	8 18	27 81
Muskegon Heights	850 00	2,052 00		2,902 00	47 22	5 12	52 34							9 74	5 12	14 86
Nashville	900 00	2,700 00		3,600 00										13 00	2 89	15 89
†Naubinway																
Newaygo	800 00	2,139 00		2,939 00										8 96	7 86	16 82
New Baltimore	600 00	1,040 00		1,640 00										18 22	13 29	31 51
Newberry	1,050 00	3,600 00	400 00	5,050 00	26 00	4 70	30 70	14 50	4 70	19 20	7 10	4 70	11 80	27 72	4 70	32 42
†New Boston																
New Buffalo	630 00	945 00		1,575 00	21 00	2 75	23 75	8 51	2 75	11 26	5 08	2 75	7 83	9 49	2 75	12 24
New Haven	495 00	558 00		1,053 00	10 31	2 62	12 93							8 04	2 62	10 66
North Adams	600 00	902 50		1,502 50	13 88	4 08	17 96	6 78	4 08	10 86	6 78	4 08	10 86	10 08	4 08	14 16
North Branch	750 00	1,550 00		2,300 00										11 61	25 24	37 85
Northville	950 00	3,550 00	200 00	4,700 00	24 70	2 41	27 11	8 14	2 41	10 55	7 30	2 41	9 71	11 48	2 41	13 99
Oakley	335 00	232 50		567 50				11 55	3 01	14 56	6 46	3 01	9 47	8 73	3 01	11 74
Olivet	650 09	1,670 00	150 00	2,470 00	12 75	5 87	18 62	8 50	5 87	14 37	9 50	5 87	15 37	10 93	5 87	16 80
Onekama	495 00	576 00		1,071 00	16 50	6 10	22 60							9 23	6 10	15 33
Ontonagon																
Ortonville																
Orion	500 00	1,205 00		1,705 00	21 38	6 84	31 22	10 00	6 84	16 84	7 11	6 84	13 95	11 92	6 84	18 76
Oscoda	450 00	1,170 00		1,620 00	15 00	1 22	16 22	5 23	1 22	6 45	4 34	1 22	5 56	6 95	1 22	8 17
Otisville	500 00	600 00		1,100 00										17 19	6 17	23 36
Otsego	1,200 00	4,130 00	270 00	5,600 00	19 70	7 27	26 97	10 00	7 27	17 27	7 90	7 27	15 17	11 96	7 27	19 23
Otter Lake																
Ovid	1,000 00	3,150 00		4,150 00	20 55	6 82	27 37	8 41	6 82	15 23	11 00	6 82	17 82	12 72	6 82	19 54
Oxford	850 00	2,063 00	358 50	3,271 50										14 48	5 60	20 08
Parma	650 00	1,300 00	175 00	2,125 00	21 57	5 56	27 13	18 63	5 56	24 19	10 14	5 56	15 70	16 34	5 56	21 90
Paw Paw	1,650 00	2,540 00		4,190 00	18 40	7 68	26 08	9 32	7 68	17 00	7 93	7 68	15 61	12 93	7 68	20 61
Pentwater	900 00	2,025 00		2,925 00										10 95	3 48	14 43
†Perrington																
Perry	800 00	1,340 00		2,140 00	20 00	5 25	25 25	8 20	5 25	13 45	8 00	5 25	13 25	11 76	5 25	17 01
Petersburg	500 00	1,215 00		1,715 00	25 33	4 17	29 50	10 94	4 17	15 11	7 40	4 17	11 57	12 23	4 17	16 40
Pewamo	450 00	540 00		990 00	25 00	1 45	26 45							9 08	1 45	10 53
Pierson	405 00	370 00		775 00				8 80	1 71	10 51	8 80	1 71	10 51	8 80	1 71	10 51
Pinckney	700 00	950 00		1,650 00	28 00	13 23	41 23							16 02	13 23	29 25
Pinconning	650 00	1,518 75		2,168 75										11 01	2 79	13 80
Plainwell	1,100 00	2,964 00	142 50	4,206 50										14 65	3 56	18 21
Plymouth	1,050 00	3,344 88	200 00	4,594 88	23 66	5 35	29 01	12 87	5 35	17 72	9 20	5 35	14 54	13 02	5 35	18 37

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* Where a blank occurs the item was not reported.
† Not legally graded.

*TABLE XVIII.—CONCLUDED.

Incorporated villages.	Amount paid superintendent.	Amount paid regular teachers.	Amount paid special teachers.	Total amount paid for instruction.	Cost of education per capita in -											
					High school.			Grammar department.			Primary department.			Whole school.		
					Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.	Instruction.	Incidentals.	Total.
Port Austin	$700 00	$1,100 00	....	$1,800 00	....	....	....	....	....	....	....	....	....	$12 58	$3 35	$15 93
Port Hope	550 00	600 00	....	1,150 00	$18 33	$4 37	$22 70	$8 57	$4 37	$12 94	$8 33	$4 37	$12 70	11 38	4 37	15 75
Portland	900 00	4,552 00	....	5,452 00	....	....	....	....	....	....	....	....	....	17 87	8 95	26 82
Port Sanilac	450 00	513 00	....	963 00	....	....	....	....	....	....	....	....	....	8 91	3 35	12 26
Potterville	450 00	697 00	....	1,147 00	19 00	3 09	22 09	9 00	3 09	12 09	6 00	3 09	9 09	9 89	3 09	12 98
Quincy	1,000 00	2,350 00	....	3,350 00	....	....	....	....	....	....	....	....	....	12 54	3 86	16 40
Reading	1,000 00	2,000 50	....	3,000 50	....	....	....	....	....	....	....	....	....	13 45	4 10	17 55
Reed City	1,100 00	4,811 50	....	5,911 50	....	....	....	....	....	....	....	....	....	12 99	3 44	16 43
Reese	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Richland	617 50	1,021 25	....	1,638 75	....	....	....	....	....	....	....	....	....	18 83	3 29	22 12
Richmond	700 00	1,296 00	....	1,996 00	....	....	....	....	....	....	....	....	....	15 47	2 81	18 28
River Rouge	800 00	4,347 50	....	5,147 50	29 41	9 74	39 15	15 38	9 74	25 12	7 06	9 74	16 80	11 16	9 74	20 90
Rochester	900 00	1,985 00	....	2,885 00	34 00	4 57	38 57	6 61	4 57	11 18	7 32	4 57	11 89	11 31	4 57	15 88
Rockford	750 00	1,550 00	....	2,300 00	....	....	....	....	....	....	....	....	....	14 65	6 57	21 22
Rogers	500 00	780 00	....	1,280 00	....	....	....	....	....	....	....	....	....	6 80	1 60	8 40
Romeo	1,300 00	3,100 00	$250 00	4,650 00	....	....	....	....	....	....	....	....	....	16 09	7 08	23 17
Roscommon	500 00	540 00	....	1,040 00	14 70	3 31	18 01	....	....	....	....	....	....	8 34	3 31	11 65
Royal Oak	600 00	1,140 00	....	1,740 00	....	....	....	....	....	....	....	....	....	8 02	6 62	14 64
Saline	950 00	2,210 00	....	3,160 00	24 08	3 04	27 12	17 00	3 04	20 04	13 54	3 04	16 58	17 36	3 04	20 40
Sand Lake	525 00	450 00	....	975 00	13 00	2 61	15 61	8 00	2 61	10 61	5 00	2 61	7 61	9 11	2 61	11 72
Sanilac Centre	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Saranac	650 00	1,848 00	....	2,498 00	27 63	3 41	31 04	7 52	3 41	10 93	7 06	3 41	10 47	10 59	3 41	14 00
Saugatuck	875 00	1,008 75	....	1,883 75	....	....	....	....	....	....	....	....	....	9 86	14 04	23 90
Schoolcraft	1,000 00	1,854 00	....	2,854 00	44 00	5 80	49 80	16 48	5 80	22 28	8 00	5 80	13 80	16 50	5 80	22 30
Scottville	600 00	1,435 00	....	2,035 00	....	....	....	....	....	....	....	....	....	10 27	3 40	13 67
Sebewaing	600 00	1,350 00	....	1,950 00	....	....	....	....	....	....	....	....	....	8 19	3 56	11 75
Shelby	700 00	2,317 50	....	3,017 50	....	....	....	....	....	....	....	....	....	10 09	3 94	14 03
Shepherd	540 00	1,215 00	....	1,755 00	28 42	1 84	30 26	....	....	....	....	....	....	7 63	1 84	9 47
Sheridan	476 00	450 50	....	926 50	29 75	3 73	33 48	....	....	....	....	....	....	7 13	3 73	10 86
Sherman	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Sherwood	475 00	926 00	....	1,401 00	22 62	2 96	25 58	8 69	2 96	11 65	10 18	2 96	13 14	11 87	2 96	14 83
†Sibley	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
South Frankfort	650 00	1,400 00	....	2,050 00	26 94	1 66	28 60	8 75	1 66	10 41	10 82	1 66	12 48	11 39	1 66	13 05
South Lyon	600 00	1,140 00	....	1,740 00	11 50	2 85	14 35	11 40	2 85	14 25	7 00	2 85	9 85	11 01	2 85	13 86

Sparta	850 00	2,675 00		3,525 00	19 61	8 13	27 74	9 63	8 13	17 76	8 23	8 13	16 36	10 74	8 13	18 87
Spring Lake	700 00	1,075 00		1,775 00	31 82	6 90	38 72							13 45	6 90	20 35
Springport	600 00	1,375 00		1,975 00										15 68	4 08	19 76
Stambaugh	750 00	3,790 00		4,540 00	25 00	1 80	26 80							13 55	1 80	15 85
St. Charles	850 00	2,900 00		3,750 00										12 29	7 79	20 08
St. Johns	1,100 00	8,309 13	240 00	9,649 13	19 23	11 32	30 55	11 99	11 32	22 81	10 86	11 32	22 18	13 48	11 32	24 80
Stephenson																
Stevensville	600 00	1,120 00		1,720 00										10 68	3 15	18 83
Stockbridge	700 00	1,350 00		2,050 00	18 00	3 07	21 07	11 00	3 07	14 07	9 00	3 07	12 07	11 78	3 07	14 85
†Sunfield																
Sutton's Bay	480 00	640 00		1,120 00	17 78	3 23	21 01							11 31	3 23	14 54
Tecumseh	1,200 00	4,975 00	375 00	6,550 00	22 01	3 62	25 63	10 46	3 62	14 08	12 23	3 62	15 85	14 05	3 62	17 67
Tekonsha	630 00	891 00		1,521 00										11 70	5 00	16 70
Thompsonville	585 00	1,518 13		2,103 13	21 66	1 76	23 42	9 37	1 76	11 13	5 25	1 76	7 01	8 65	1 76	10 41
Three Oaks	650 00	1,980 00		2,630 00	26 00	4 23	30 23	7 00	4 23	11 23	7 50	4 23	11 73	9 89	4 23	14 12
Trenton	750 00	3,080 00		3,830 00	57 07	10 91	67 98	14 17	10 91	25 08	10 41	10 91	21 32	14 90	10 91	25 81
Tustin	450 00	630 00		1,080 00										9 90	1 49	11 39
†Ubly																
Union City	1,100 00	4,066 12	162 50	5,328 62										17 47	9 08	26 55
Unionville	500 00	570 00		1,070 00	15 15	1 70	16 85							6 60	1 70	8 30
Utica	870 00	1,200 00		2,070 00										15 92	4 17	20 09
Vandalia	650 00	1,075 00		1,725 00	31 00	1 50	33 50	29 00	1 50	30 50	11 50	1 50	13 00	16 27	1 50	17 77
Vanderbilt																
Vassar	1,000 00	3,610 00		4,610 00	21 11	4 97	26 08	12 31	4 97	17 28	9 73	4 97	14 70	13 10	4 97	18 07
Vermontville	750 00	1,805 00		2,555 00	24 75	1 24	25 99	6 82	1 24	8 06	8 06	1 24	9 30	13 04	1 24	14 28
Vernon	600 00	900 00		1,500 00	20 69	9 08	29 77							13 15	9 08	22 23
Vicksburg	850 00	1,980 00		2,830 00										15 90	5 05	20 95
Wakefield	850 00	4,550 00		5,400 00	47 22	15 01	62 23							14 48	15 01	29 49
Warren	450 00	270 00		720 00				10 46	2 23	12 69	7 70	2 23	9 93	9 11	2 23	11 34
Watervliet																
Wayland	630 00	810 00		1,440 00										8 73	3 70	12 43
Wayne	1,100 00	2,725 00	112 50	3,937 50	16 20	4 99	21 19	12 74	4 99	17 78	11 41	4 99	16 40	13 26	4 99	18 25
Webberville	405 00	513 00		918 00	13 50	2 63	16 13	10 80	2 63	13 43	6 23	2 63	8 86	9 77	2 63	12 40
West Branch																
†Westphalia																
White Cloud	540 00	877 50		1,417 50										11 52	8 76	20 28
Whitehall	821 05	2,876 26		3,697 31	24 00	4 07	28 07	8 00	4 07	12 07	7 25	4 07	11 32	12 00	4 07	16 07
White Pigeon	800 00	1,636 00		2,436 00										18 45	11 91	30 36
Williamston	1,000 00	3,080 00		4,080 00										16 25	3 70	19 95
Woodland																
Woodmere																
Yale																
Zeeland	700 00	2,565 00	230 00	3,495 00										10 04	4 27	14 31

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* Where a blank occurs the item was not reported.
† Not legally graded.

TABLE XIX.

Special report of the superintendents of city schools.

Incorporated cities.	No. of teachers in schools, including superintendent and special teachers.	No. of special teachers employed.	No. of instructors in manual training.	No. of instructors in penmanship.	No. of instructors in drawing.	No. of instructors in kindergarten.	No. of instructors in commercial course.	No. of instructors in music.	Are your teachers of music and kindergarten qualified according to act No. 166 of 1901?	If not, have they been granted city certificates?	Are all regular teachers holders of legal certificates of qualification?	No. holding certificates granted or indorsed by State Board of Education.	No. holding northern normal school certificates.	No. holding central normal school certificates.	No. holding state normal college certificates.	No. holding certificates granted by state university under provisions of sec. 4804 of comp. laws.	No. holding college certificates granted according to sec. 4805 of compiled laws.	No. holding city certificates of first grade.	No. holding city certificates of second grade.	No. holding city certificates of third grade.	No. holding county certificates.	Portion of superintendent's time given to supervision.
Totals	4,565	159.9	77	8.8	45.1	237	77.3	46.9	....	....	....	115	45	107	634	202	89	1,445	684	694	344	......
Adrian	47	3	....	....	1	5	1	1	yes	....	yes	4	......	......	3	2	3	4	11	20	....	all
Albion	28	3	1	....	1	......	......	1	yes	....	yes	1	......	4	11	2	3	1	2	......	1	5-6
Alpena	46	1	1	....	1	......	......	1	yes	....	yes	....	......	......	1	5	....	......	23	14	2	all
Ann Arbor	75	......	....	....	.7	......	1.8	.7	....	yes	yes	....	......	......	......	....	....	25	23	27	....	all
Au Sable	9	3.4	2	....	......	......	......	......	....	....	yes	....	......	1	1	....	2	......	......	......	5	1-2
Battle Creek	104	5	3	1	1	......	......	1	no	yes	yes	....	......	......	7	1	....	22	47	2	25	all
Bay City	126	6	4	....	1	......	2	1	yes	....	yes	....	......	......	1	13	....	96	16	......	....	all
Beaverton	7	......	....	....	......	......	1	......	....	....	yes	1	......	......	......	....	....	......	......	......	6	1-4
Belding	17	1	....	.5	.5	1	......	......	yes	yes	yes	....	......	......	6	1	....	......	5	......	4	1-2
Benton Harbor	37	1	....	.3	.3	......	......	.4	yes	yes	yes	....	......	11	16	....	....	......	3	7	....	all
Bessemer	29	1	....	.5	.5	4	......	......	yes	....	yes	1	1	2	8	2	....	......	4	11	....	6-7
Big Rapids	26	1	....	.5	.5	......	......	......	....	yes	yes	16	......	......	5	4	1	......	......	2	....	6-8
Cadillac	38	2	....	....	......	3	......	1	....	yes	yes	2	......	3	19	1	1	4	9	......	....	all
Charlotte	24	1	....	....	.5	......	1	.5	yes	....	yes	....	......	1	7	3	4	2	4	3	....	6-7
Cheboygan	28	1	....	....	.5	......	11	.5	yes	....	yes	1	......	......	6	....	....	1	......	1	19	all
Clare	11	......	....	....	......	1	......	......	yes'	....	yes	....	......	1	3	....	1	......	......	......	6	1-2
Coldwater	32	......	....	....	......	2	1	......	....	....	yes	....	......	......	16	1	2	2	11	......	....	all
Corunna	12	2	....	....	.2	......	......	.2	....	yes	yes	....	......	1	......	1	1	1	3	3	1	1-2
Crystal Falls	25	2	....	....	.5	1	......	.5	yes	....	yes	....	1	2	7	2	....	......	......	......	13	3-4
Detroit	1,042	6	20	1	1	77	8	1	yes	....	yes	18	......	1	74	13	2	794	......	......	29	all
Dowagiac	25	2	....	....	.5	1	......	.5	yes	....	yes	2	......	1	3	2	2	......	13	2	....	5-7
East Tawas	10	......	....	....	......	......	......	......	....	....	yes	....	......	2	1	1	....	......	......	......	3	1-2
Eaton Rapids	14	1	....	....	1	......	......	1	yes	....	yes	....	......	......	2	....	3	......	6	3	....	2-5
Escanaba	48	2	....	....	......	......	1	1	yes	....	yes	....	7	2	4	2	....	4	9	16	....	......
Flint	72	4	1	1	1	4	1	1	yes	....	yes	1	......	2	13	....	2	11	17	17	....	all

Gladstone	17	1				1			yes		yes				4	2		4	5	1		2-3
Gladwin	4					1	1		yes		yes			1	1						3	
Grand Haven	30					3			yes		yes				6	2		1	14	2	5	6-7
Grand Ledge, 9 fl.	14	1						1	yes		yes	3			2		1			7		2-8
Grand Ledge, 11 fl.	5													1	3						1	1-12
Grand Rapids	420	4	14		3	32	4	1	yes	yes	yes				45	26		56	129	140		all
Greenville	23	2			1	1	1.5			yes	yes	3		3		2	1		1	8	5	1-3
Hancock	24										yes	2	5		8	6	1				2	6-7
Harrison	3										yes			2							1	
Hastings	20	1			.5			.5	yes		yes				3	2	1		1	1	10	5-7
Hillsdale	26	3	1		1			1	yes		yes				7		2	2	5	7		3-5
Holland	40	2			1	4		1	yes		yes	16		2	14	1		2	2	2	1	all
Hudson	16	1			.5			.5	yes		yes				3	2	1			6	4	5-8
Ionia	30	2		.5		3		1	yes		yes	1			8	1	4	5	7	3	1	1-2
Iron Mountain	61		2				1	1		yes	yes		5		9	1		12	28	6		all
Ironwood	61	3			1	14		1	yes	yes	yes		1	5	7	1		2	5	40		all
Ishpeming	72	2	1		1	10	2	1	yes		yes		2	2	6	3	2	7	12	38	2	all
Jackson	98	2			1			1	yes		yes	2			30	9	2	2	8	15	28	all
Kalamazoo	125	18	6		1		1	1.5	yes		yes	1			15	8	5	5	27	43	19	all
Lansing	85	2			1	10	1	1		yes	yes	1		1	13		1	14	50			all
Lapeer	20	1					1				yes				9	1			6		4	1-2
Ludington	46	1			.5			.5	yes		yes			3	11	1	3	3	11	13		all
Mackinac Island	4										yes	1									3	1-4
Manistee	75	2			.1	6	.4	1	yes		yes	1		2	6	1		49	3			all
Manistique	28	1			.8	3		.5		yes	yes		3		7	1	2	2	3	4	2	2-3
Marine City	16	1			.5			.5	yes		yes	1		2	5					4	4	4-5
Marquette	54	4			1	4	1		no		yes		7		5	4	1	7	6	23		all
Marshall	26	2			1			1	yes		yes			1	6	3	2	2	5	5		2-3
Mason	11	1									yes	4		1	3		3					1-2
Menominee	61	11	2		.5	8		.5	yes		yes	1	1	10	9	2	4	3	8	14		all
Midland	16						1				yes	2		3	2						9	4-7
Monroe	20	2		1	.5			.5	yes		yes	1				3		2	6	7		5-7
Mt. Clemens	31	1			.5		1	.5			yes				4	2	1	4	4	13	3	all
Mt. Pleasant	25	1			.5		1	.5	yes		yes	1		6	9	2	1		1	4	1	5-7
Muskegon	106	3	11		1	9	2	1			yes				5			72			5	all
Negaunee	35	1			.5	1	1	.5	yes		yes		6		6			3	6	12		all
Niles	26	1			1			1	yes		yes	2		1	5	3	1	4	3	1	6	1-6
North Muskegon	2										yes				1						1	
Norway	23						1				yes	2	3		2	2	2	1	8	1	2	6-7
Omer	4								yes		*									3		
Onaway	12				1	1	11		yes		yes	1			3						8	
Owosso	46	2			1			1		yes	yes						1	15	13	17		all
Petoskey	30	1			.5		1	.5	yes		yes			2	11	3	1	2	5	6		all
Pontiac	46	1			.5	4		.5	yes		yes			2	11	7			13		8	all
Port Huron	82	2			1		2	1	yes		yes	2		2	7	11	1		27	32		all

TABLE XIX.—CONCLUDED.

Incorporated cities.	No. of teachers in schools, including superintendent and special teachers.	No. of special teachers employed.	No. of instructors in manual training.	No. of instructors in penmanship.	No. of instructors in drawing.	No. of instructors in kindergarten.	No. of instructors in commercial course.	No. of instructors in music.	Are your teachers of music and kindergarten qualified according to act No. 166 of 1901?	If not, have they been granted city certificates?	Are all regular teachers holders of legal certificates of qualification?	No. holding certificates granted or indorsed by State Board of Education.	No. holding northern normal school certificates.	No. holding central normal school certificates.	No. holding state normal college certificates.	No. holding certificates granted by state university under provisions of sec. 4804 of comp. laws.	No holding college certificates granted according to sec. 4805 of compiled laws.	No. holding city certificates of first grade.	No. holding city certificates of second grade.	No. holding city certificates of third grade.	No. holding county certificates.	Portion of superintendent's time given to supervision.
Saginaw	133	2.5	4	.5	1	....	3	1	yes	....	yes	....	....	1	3	6	....	113	....	10	....	all
Saginaw, W. S.	82	4	1	....	1	....	2	1	yes	....	yes	1	....	1	6	4	3	60	....	....	24	all
Sault Ste. Marie	62	4	2	.5	.5	3	1	1	yes	....	yes	2	2	5	28	4	2	10	9	....	....	all
St. Clair	15	....	....	....	....	....	....	....	....	....	yes	....	....	....	4	1	....	2	8	4	1	1-2
St. Ignace	11	....	....	....	....	....	....	....	....	....	yes	2	....	....	2	....	....	....	....	....	7	....
St. Joseph	30	5	....	....	1	3	....	1	yes	....	yes	2	....	4	5	1	1	1	4	12	....	all
St. Louis	15	2	....	....	....	1	1	....	yes	....	yes	....	....	....	3	4	....	....	3	3	....	3 4
Standish	8	....	....	....	....	1	....	....	....	yes	yes	2	....	....	1	....	....	1	....	....	5	1-4
Stanton	9	....	....	....	....	1	....	....	yes	....	yes	1	....	1	....	....	....	....	1	....	6	1-3
Sturgis	13	1	....	....	.5	1	....	.5	yes	....	yes	3	....	1	1	....	....	....	....	....	8	1-2
South Haven	23	1	....	....	.5	....	....	.5	yes	....	yes	2	....	....	1	2	3	....	....	1	13	6-7
Tawas City	7	....	....	....	....	....	....	....	....	....	yes	1	....	....	....	....	1	....	....	....	5	1-6
Three Rivers	28	2	....	....	.5	4	1	.5	....	yes	yes	2	....	....	9	2	....	5	3	3	17	3-4
Traverse City	54	2	....	1	1	5	1	1	yes	....	yes	1	....	8	15	2	4	....	6	17	....	....
West Bay City	63	1	....	....	....	....	1	1	yes	....	yes	1	1	....	....	4	....	3	20	34	....	all
Wyandotte	29	1	....	....	1	4	....	1	yes	....	yes	....	....	....	12	2	2	2	7	4	1	all
Ypsilanti	32	3	1	....	1	....	....	1	yes	....	yes	....	....	....	19	3	2	....	....	....	5	7-8

TABLE XX.

Receipts and expenditures at teachers' institutes for the calendar year 1903.

Counties.	Location.	Date.	Receipts.		Disbursements.			Totals.
			County funds.	State funds.	Compensation of instructors and local committee.	Expenses of instructors.	Other expenses.	
Totals			$9,215 84	$2,475 26	$8,546 21	$1,975 95	$1,168 94	$11,691 10
Alcona	Harrisville	March 18-20	$21 50	$82 09	$68 00	$29 59	$6 00	$103 59
Alpena	Alpena	August 31-September 4	53 50	76 50	90 00	40 00		130 00
Antrim	Bellaire	August 3-12	62 50	93 65	120 00	36 15		156 15
Arenac	Standish	August 3-12	48 00	99 94	128 00	12 44	7 50	147 94
Barry	Hastings	July 27-August 7	215 46		190 00	15 46	10 00	215 46
Bay	Bay City	October 1-3	171 37		113 00	45 05	13 32	171 37
Benzie	Frankfort	March 23-25	56 00	42 67	71 00	17 57	10 10	98 67
Berrien	Benton Harbor	August 3-12	238 30		196 00	13 80	28 50	238 30
	St. Joseph	December 4-5	121 82		98 00	8 82	15 00	121 82
Branch	Coldwater	January 29-31	109 74		82 72	17 82	9 20	109 74
Calhoun	Marshall	August 10-12	116 01	18 00	93 00	28 78	12 23	134 01
Cass	Cassopolis	August 3-12	128 50	19 86	128 00	10 56	9 80	148 36
Charlevoix	Charlevoix	August 3-12	78 50	72 00	128 00	19 50	3 00	150 50
Cheboygan	Cheboygan	January 29-31	40 50	91 63	88 00	37 13	7 00	132 13
Clare	Clare	October 12-14	60 50	51 67	78 00	16 25	17 92	112 17
Clinton	Merle Beach	June 27	26 40		12 00	7 40	7 00	26 40
Delta	Escanaba	November 10-13	77 00	100 00	105 00	60 50	11 50	177 00
Dickinson	Iron Mountain	October 8-10	78 00	76 57	88 00	57 57	9 00	154 57
Eaton	Grand Ledge	November 5-7	104 85		63 00	10 15	31 70	104 85
Genesee	Flint	October 29-31	139 25		88 60	10 00	41 25	139 25
Gladwin	Gladwin	August 17-21	29 00	71 00	80 00	14 83	5 14	100 00
Gogebic	Ironwood	October 16-17	39 67	45 00	47 00	37 67		84 67
Grand Traverse	Traverse City	March 12-13	34 00	81 29	63 00	45 29	7 00	115 29
Gratiot	Ithaca	February 18-21	80 32		60 00	6 82	13 50	80 32
	Ithaca	August 24-28	111 10	47 33	130 00	15 50	12 93	158 43
Hillsdale	Hillsdale	June 29-July 10	271 82		230 00	24 07	17 75	271 82
Houghton and Keweenaw	Houghton	October 16-17	211 94		131 00	64 84	16 10	211 94
Huron	Bad Axe	October 29-31	108 72		71 00	23 17	14 55	108 72
Ingham	Stockbridge	May 9	43 45		25 00	9 23	9 22	43 45
	Mason	August 10-12	179 77		108 00	29 64	42 13	179 77
	Mason	December 11-12	25 97		6 00	5 57	14 40	25 97
Ionia	Ionia	February 2-7	160 90	30 65	110 00	46 60	34 95	191 55
	Ionia	June 13	20 41		2 00	11 79	6 62	20 41
	Ionia	August 3-7	104 55		85 00	11 05	8 50	104 55

TABLE XX.—Concluded.

Counties.	Location.	Date.	Receipts.		Disbursements.			Totals.
			County funds.	State funds.	Compensation of instructors and local committee.	Expenses of instructors.	Other expenses.	
Iosco	Tawas City	August 10-12	$29 00	$72 05	$81 00	$19 15	$0 90	$101 05
Iron	Crystal Falls	October 1 3	30 50	87 00	91 00	24 28	2 22	117 50
Isabella	Mt. Pleasant	February 27-28	51 50		24 70	26 80		51 50
Jackson	Hanover	January 24	15 90		12 00	3 90		15 90
	Concord	January 31	19 20		14 00	5 20		19 20
	Springport	February 7	4 00		4 00			4 00
	Munith	February 13	19 54		14 00	5 54		19 54
	Parma	February 21	17 43		14 00	3 43		17 43
	Jackson	March 19	25 00		25 00			25 00
	Jackson	August 10-12	133 82		111 00	13 15	9 67	133 82
Kalamazoo	Kalamazoo	February 4	15 00		15 00			15 00
	Kalamazoo	November 12-14	177 93		138 00	29 93	10 00	177 93
Kalkaska	Kalkaska	July 13-24	47 00	68 00	100 00		15 00	115 00
Kent	Circuit	January 12-17	87 44		55 00	5 74	26 70	87 44
	Grand Rapids	February 19-20	55 00		55 00			55 00
	Grand Rapids	May 26	35 00		30 00	5 00		35 00
	Grand Rapids	August 26-28	132 02		103 00	25 77	3 25	132 02
	Circuit	September 28-Oct. 3	95 29		62 00	15 37	17 92	95 29
	Grand Rapids	October 5-9	100 00		100 00			100 00
Keweenaw with Houghton								
Lake	Luther	August 3-12	68 50	100 00	146 25	17 25	5 00	168 50
Lapeer	Imlay City	August 19-21	119 00		81 00	14 04	23 96	119 00
Leelanau	Sutton's Bay	October 12-14	84 00	12 13	63 00	25 03	8 10	96 13
Lenawee	Adrian	July 27-August 7	290 07		250 00	22 12	17 95	290 07
Livingston	Howell	August 3-12	219 65	2 16	192 00	16 31	13 50	221 81
Luce	Newberry	March 9-13	53 50	46 24	75 00	22 99	1 75	99 74
Mackinac	St. Ignace	March 16-20	27 00	86 74	80 00	23 39	10 35	113 74
Manistee	Manistee	November 26-28	127 46		81 00	31 26	15 20	127 46
Marquette	Marquette	December 3-5	200 00		91 00	92 00	17 00	200 00
Mecosta	Morley	January 16-17	18 50		14 00	1 00	3 50	18 50
	Circuit	January 19-23		83 21	60 00	15 65	7 56	83 21
	Remus	February 13-14	22 30		16 00	2 40	3 90	22 30
	Stanwood	March 6-7	25 45		14 00	7 81	3 64	25 45
	Sylvester	May 15-16	43 67		22 00	18 17	3 50	43 67

Menominee	Menominee	July 27-August 12	106 00	100 00	184 00	12 00	10 00	206 00
Midland	Midland	August 10-12	73 50	44 50	78 00	9 10	30 87	118 06
Missaukee	Lake City	August 24-28	42 00	67 00	80 00	23 22	5 78	109 00
Monroe	Monroe	February 20-21	64 70		47 00	8 20	9 50	64 70
	Monroe	August 24-28	95 48	70 00	115 00	34 48	16 00	165 48
Montcalm	Greenville	August 24-28	127 23		110 00	12 23	5 00	127 23
Muskegon	Montague	February 6-7	53 50		24 00	15 50	14 00	53 50
	Muskegon	May 2	44 52		17 00	16 52	11 00	44 52
Newaygo	Circuit	February 9-13	19 50	50 89	60 00	10 39		70 39
	Newaygo	November 12-14	92 49		66 00	19 59	6 90	92 49
Oakland	Pontiac	August 3-12	202 43		180 00	8 24	14 19	202 43
Oceana	Stony Lake	August 3-12	97 50	59 72	119 00	38 22		157 22
Ogemaw	West Branch	August 31-September 4	58 50	40 40	85 00	13 90		98 90
Ontonagon	Mass City	May 21-23	39 00	64 20	81 00	14 70	7 50	103 20
Osceola	LeRoy	February 27	28 25		12 00	9 85	6 40	28 25
	Reed City	November 27-29	87 95		57 00	23 85	7 10	87 95
Oscoda	Mio	February 26-28	10 50	90 96	64 00	33 16	4 30	101 46
Otsego	Gaylord	April 17-18	32 00	20 72	21 54	31 18		52 72
	Gaylord	October 9-11	17 00	68 75	57 00	28 75		85 75
Ottawa	Holland	March 12-14	104 31		71 00	16 81	16 50	104 31
	Coopersville	April 9-11	107 46		68 00	18 26	21 20	107 46
Presque Isle	Rogers City	November 2-6	23 50	98 42	80 00	34 92	7 00	121 92
Saginaw	Circuit	March 19-25	125 00		60 00	23 56	41 44	125 00
	Saginaw	April 23-25	161 01		80 00	41 36	39 65	161 01
	St. Charles	November 6-7	69 39		28 00	12 34	29 05	69 39
St. Clair	Port Huron	August 3-12	195 59		178 00	16 84	75	195 59
St. Joseph	Colon	February 20-21	68 67		39 00	11 31	18 36	68 67
	Centreville	March 27-28	52 33	9 75	37 00	15 00	10 08	62 08
Sanilac	Carsonville	June 13	27 36		12 00	12 36	3 00	27 36
	Sanilac Center	November 27-28	97 14		57 00	27 64	12 50	97 14
Schoolcraft	Manistique	November 23-27	51 50	79 40	85 00	27 75	18 15	130 90
Shiawassee	Owosso	February 26 27	22 00		4 00		18 00	22 00
	Owosso	August 24-28	142 96		120 00	10 21	12 75	142 96
Tuscola	Vassar	August 26-28	138 50		116 00	18 72	3 78	138 50
Van Buren	South Haven	August 3-12	254 13		192 00	48 76	13 37	254 13
Washtenaw	Ann Arbor	August 10-12	131 97		116 00	12 19	3 78	131 97
Wayne	Northville	January 31	51 54		30 00	9 22	12 32	51 54
	Detroit	February 17	41 48		40 00		1 48	41 48
	Detroit	March 20 21	202 15		139 00	17 80	45 35	202 15
	Detroit	April 20-22	107 40		105 00		2 40	107 40
	Belleville	April 25	36 36		21 00	2 55	12 81	36 36
	Plymouth	October 10	26 55		15 00	70	10 85	26 55
	Detroit	November 20 21	246 24		162 00	48 53	35 71	246 24
Wexford	Manton	August 3-12	133 00	36 32	136 00	28 52	4 80	169 32

TABLE XXI.

Local committees, conductors, and instructors at

Counties.	Term.	Local committee.
Alcona	†3 days	W. H. Sanborn
Alpena	5 days	J. H. Case
Antrim	8 days	H. M. Caldren
Arenac	8 days	M. E. Osborne
Barry	10 days	J. C. Ketcham
Bay	†3 days	J. B. Laing
Benzie	†2 days	W. E. Daines
Berrien	8 days	C. D. Jennings
	†2 days	C. D. Jennings
Branch	†3 days	M. W. Wimer
Calhoun	†3 days	E. Burnham
Cass	8 days	W. H. C. Hale
Charlevoix	8 days	A. W. Chew
Cheboygan	†3 days	E. W. Baker
Clare	†3 days	E. G. Welch
Clinton	†1 day	T. H. Townsend
Delta	4 days	P. R. Legg
Dickinson	†2 days	E. L. Parmenter
Eaton	3 days	J. L. Wagner
Genesee	†3 days	F. J. Johnson
Gladwin	5 days	F. Armstrong
Gogebic	†2 days	L. L. Wright
Grand Traverse	†2 days	Nettie C. Gray
Gratiot	4 days	C. F. Pike
	5 days	C. F. Pike
Hillsdale	10 days	C. P. Hulce
Houghton and Keewenaw	†2 days	P. O. Decker
Huron	†3 days	D. Kaercher
Ingham	†1 day	A. G. Wilson
	†3 days	A. G. Wilson
	†2 days	A. G. Wilson
Ionia	6 days	L. A. Burhans
	†1 day	L. A. Burhans
	5 days	M. F. Scott
Iosco	†3 days	J. A. Campbell
Iron	†3 days	J. F. Mason
Isabella	†2 days	H. A. Graham
Jackson	†1 day	F. E. Schall
	†1 day	F. E. Schall
	†1 day	F. E. Schall
	†1 day	F. E. Schall
	†1 day	F. E. Schall
	†1 day	L. S. Norton
	†3 days	T. M. Sattler
Kalamazoo	†1 day	J. W. Hazard
	†3 days	J. W. Hazard
Kalkaska	10 days	Irene L. Getty
Kent	6 days	A. R. Zimmer
	†2 days	W. H. Elson
	†1 day	W. H. Elson
	†3 days	A. R. Zimmer
	6 days	A. R. Zimmer
	5 days	W. H. Elson
Lake	8 days	E. G. Johnson
Lapeer	†3 days	W. F. Laughlin
Leelanau	†3 days	J. O. Duncan
Lenawee	10 days	M. W. Heusel
Livingston	8 days	N. C. Knoolhuizen
Luce	5 days	Eva Beurman
Mackinac	5 days	E. J. Lachance
Manistee	†3 days	H. J. Leighton
Marquette	†3 days	F. D. Davis

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† Inspiration Institute.

TABLE XXI.

teachers' institutes for the calendar year 1903.

Conductors.	Instructors.	Instructors.	Instructors.
A. B. Lightfoot	A. B. Lightfoot	Fannie Allen.	
F. L. Keeler	F. L. Keeler	Irene L. Getty.	
E. W. Waldo	E. W. Waldo	F. E. Searl.	
A. B. Lightfoot	A. B. Lightfoot	E. N. Durfee	M. E. Osborne.
J. W. Simmons	J. W. Simmons	Alice Marsh	J. C. Ketcham.
C. O. Hoyt	C. O. Hoyt	J. L. Hughes	Margaret L. Wise.
W. N. Ferris	W. N. Ferris.	Lucy A. Sloan.	
C. H. Gurney	C. H. Gurney	G. J. Edgcumbe	Belle Clisbee, C. D. Jennings.
J. D. Schiller	W. J. McKone	S. H. Clark.	
S. B. Laird	S. B. Laird	F. A. Barbour	Lucy A. Sloan.
E. Burnham	E. Burnham	Bertha W. Bissell	D. B. Waldo.
W. E. Conklin	W. E. Conklin	F. E. Knapp.	
H. C. Lott	H. C. Lott	Mary D. Plum.	
R. D. Bailey	R. D. Bailey	A. B. Lightfoot	Fannie Allen.
C. E. Holmes	C. E. Holmes	A. B. Lightfoot.	
T. H. Townsend	G. W. Loomis	W. H. French	W. A. Norton.
W. N. Ferris	W. N. Ferris	R. D. Bailey	P. R. Legg.
W. H. Cheever	W. H. Cheever	S. B. Laird.	
H. R. Pattengill	H. R. Pattengill	Margaret E. Wise.	
S. B. Laird	S. B. Laird	Margaret E. Wise	R. H. Kirtland.
I. A. Beddow	I. A. Beddow	E. D. Watkins.	
S. B. Laird	S. B. Laird		
C. O. Hoyt	C. O. Hoyt	Elizabeth Wightman	L. H. Jones.
H. R. Pattengill	H. R. Pattengill		
W. J. McKone	W. J. McKone	Irene L. Getty	H. W. Daniels, E. D. Watkins.
W. J. McKone	W. J McKone	N. B. Sloan	Jean Dawson, Sarah L. Greeley.
H. R. Pattengill	H. E. Kratz	D. B. Waldo	Flora L. Mowbray.
C. O. Hoyt	C. O. Hoyt	J. K. Osgerby.	
S. B. Laird	C. E. Holmes	S. B. Laird.	
I. B. Gilbert	I. B. Gilbert	Margaret Wise	C. G. Wade.
A. G. Wilson	D. Fall	A. B. Lightfoot.	
H. R. Pattengill	H. R. Pattengill	S. B. Laird	C. T. McFarlane.
L. A. Burhans	W. H. French	L. H. Jones.	
C. G. Wade	C. G. Wade	Lucy M. Bettes.	
E. P. Clarke	E. P. Clarke	A. A. Ellsworth.	
C. McKenny	C. McKenny	D. B. Waldo.	
F. L. Keeler	F. L. Keeler	R. D. Bailey	Irene L. Getty.
F. E. Schall	W. H. French		
F. E. Schall	D. E. McClure		
F. E. Schall	C. H. Gurney		
F. E. Schall			
F. E. Schall	D. E. McClure		
L. S. Norton	G. E. Vincent		
C. E. Holmes	C. E. Holmes	J. Mitchell	Harriet Marsh.
S. O. Hartwell	A. E. Winship		
G. W. Loomis	G. W. Loomis	S. H. Clark	Abigail Lynch.
Irene L Getty	Irene L. Getty	W. J. Hoover.	
A. R. Zimmer	F. D. Smith		
W. H. Elson	W. N. Hailman		
W. H. Elson	W. L. Tomlins		
F. A. Barbour	F. A. Barbour	Florence Marsh	A. H. Smith.
A. R. Zimmer	H. R. Pattengill	W. H. French.	
W. H. Elson	Jacques Redway		
C. H Smith	C. H. Smith	Mrs. Nettie Brown	E. G. Johnson.
G. W. Loomis	G. W. Loomis	Alice Bunn	
C. T. Grawn.	C. T. Grawn	Fannie Allen.	
G. A. McGee	G. A. McGee	L. Maud Parker	M. W. Hensel, Margaret E. Wise.
A. H. Smith	A. H. Smith	W. D. Sterling	Mrs. Ben Bennett.
A. H. Smith	A. H. Smith	Irene L. Getty.	
A. H. Smith	A. H. Smith	Irene L. Getty.	
W. H. Cheever	W. H. Cheever	W. H. Payne.	
H. R. Pattengill	L. D. Harvey		

TABLE XXI.—Concluded.

Counties.	Term.	Local committee.
Mecosta	†2 days	A. B. Lightfoot
	5 days	A. B. Lightfoot
	†2 days	A. B. Lightfoot
	†2 days	A. B. Lightfoot
	†2 days	A. B. Lightfoot
Menominee	13 days	J. Hubbard
Midland	†3 days	J. H. Mustard
Missaukee	5 days	E. S. Hall
Monroe	†2 days	A. C. Marvin
	5 days	A. C. Marvin
Montcalm	5 days	E. Straight
Muskegon	†2 days	H. B. Carr
	†1 day	H. B. Carr
Newaygo	5 days	A. G. Dye
	†3 days	Isabella M. Becker
Oakland	8 days	H. S. Elliott
Oceana	8 days	E. W. Fleming
Ogemaw	5 days	Ben Bennett
Ontonagon	†3 days	A. C. Adair
Osceola	†1 day	J. H. Thompson
	†2 days	G. F. Roxburgh
Oscoda	†3 days	S. J. Lewis
Otsego	†2 days	R. D. Bailey
	†2 days	R. D. Bailey
Ottawa	†3 days	L. P. Ernst
	†3 days	L. P. Ernst
Presque Isle	5 days	Ed. Erskine
Saginaw	6 days	J. C. Nafe
	†3 days	J. C. Nafe
	†2 days	J. C. Nafe
St. Clair	8 days	E. T. Blackney
St. Joseph	†2 days	L. E. Miller
	†2 days	L. E. Miller
Sanilac	†1 day	C. G. Putney
	†2 days	C. G. Putney
Schoolcraft	5 days	Beulah Morseman
Shiawassee	†2 days	O. L. Bristol
	5 days	H. Slocum
Tuscola	†3 days	H. P. Bush
Van Buren	8 days	E. A. Aseltine
Washtenaw	†3 days	C. E. Foster
Wayne	†1 day	E. W. Yost
	†1 day	W. C. Martindale
	†2 days	E. W. Yost
	†1 day	E. W. Yost
	†3 days	W. C. Martindale
	†1 day	E. W. Yost
	†2 days	E. W. Yost
Wexford	8 days	W. H. Faunce

†Inspiration institutes.

TABLE XXI.—CONCLUDED.

Conductors.	Instructors.	Instructors.	Instructors.
A. B. Lightfoot	W. N. Ferris		
A. B. Lightfoot	H. R. Pattengill		
A. B. Lightfoot	G. Masselink	E. M. Clark.	
A. B. Lightfoot	G W. Loomis		
A. B. Lightfoot	A. B. Lightfoot	Minnie Termaat	W. H. French.
O. Shurtz	O. Shurtz	B. S. Hopkins	J. Hubbard.
J. K. Osgerby	J. K. Osgerby	Minnie Termaat.	
J. W. Simmons	J. W. Simmons	Minnie Termaat.	
C. O. Hoyt	C. O. Hoyt	Abbie Roe.	
G. W. Loomis	G. W. Loomis	C. S. Larzelere	Mary M. Steagle.
C. E. Holmes	C. E. Holmes	Kathern Shupe	C. F. Straight.
C. E. Ruthruff	A. B. Lightfoot	C. E. Ruthruff	W. H. French.
I. B. Gilbert	W. G. Glazier	I. B. Gilbert.	
A. H Smith	A. H. Smith		
S. B. Laird	S. B. Laird	Fannie Allen.	
R. D. Briggs	R. D. Briggs	Sarah L. Greeley	J. H. Harris.
D. Fall	H. R. Pattengill	Sibyl Robinson.	
E. D. Palmer	E D. Palmer	Alice M. Bunn.	
D. B. Waldo	D. B Waldo	L. F. Anderson.	
J. H. Kaye	J. H. Kaye	C. S. Larzelere	J. R. Miller.
C. O. Hoyt	C. O. Hoyt	W. D. Henderson.	
A. H. Smith	A. H. Smith	J. C. Nafe.	
F. L. Keeler	F. L. Keeler	Fannie Allen.	
W. N. Ferris	W. N. Ferris	Abigail Lynch.	
S. B. Laird	S. B. Laird	G. W. Loomis.	
C. T. Grawn	C. T. Grawn	F. A. Barbour.	
R. D. Bailey	R. D. Bailey	Irene L. Getty.	
H. R. Pattengill	H. R. Pattengill		
J. C. Nafe	H. R. Pattengill	L. H. Jones	J. R. Stonaker.
J. C. Nafe	C. E. Holmes	W. H. French.	
C. L. Bemis	C. L. Bemis	Alice Bunn	W. F. Lewis.
W. J. McKone	W. J. McKone	A. H. Smith.	
H. R. Pattengill	H. R. Pattengill	N. B. Sloan.	
C. G. Putney	D. F. McClure		
G. W. Loomis	G. W. Loomis	Harriet M. Plunkett.	
W. E. Hanson	W. E. Hanson	R. D. Bailey.	
O. L. Bristol	A. N. Cody		
C. L. Bemis	C. L. Bemis	Harriet M. Plunkett.	
W. L. Shuart	W. L. Shuart	Harriet Marsh	E. L. Luther.
S. O. Hartwell	S. O. Hartwell	Jean Dawson	R. D. Bailey.
W. Cook	W. Cook	F. J. Tooze	W. C. Hull.
E. W. Yost	W. N. Ferris		
W. C. Martindale	W. N. Hailman		
G. W. Gordon	S. B. Laird	G. E. Vincent	Arnold Tompkins.
E. W. Yost	D. H. Roberts		
W. C. Martindale	D. K. Goss		
E. W. Yost	C. O. Hoyt		
J. E. Mealley	G. E. Vincent	W. N. Ferris	Abigail Lynch, C. T. Grawn.
E. A. Carpenter	E. A. Carpenter	W. J. McKone.	

TABLE XXII.

Enrollment at teachers' institutes for the calendar year 1903.

Counties.	Number of teachers required to supply schools.	Number enrolled.			Kinds and grades of certificates held by members.										Number without experience in teaching.	Number having received normal instruction.	Average attendance each half day	Number of legally qualified teachers in county.	Percentage of teachers in county attending institutes.
		Men.	Women.	Total.	State.	University.	Normal.	First.	Second.	Third.	Special.	College.	City.	Kindergarten.					
Totals	14,219	2,184	9,811	11,995	224	81	518	259	2,709	2,270	110	78	395	5	1,837	1,656	5,482	15,973	41
Alcona	36	20	59	79	......	......	1	4	14	10	2	......	......	......	49	2	75	42	41
†Alger	48	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	35	......
†Allegan	259	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	304	......
Alpena	61	1	68	69	......	......	......	......	29	23	......	......	12	......	17	3	92	95	69
Antrim	114	8	33	41	......	......	......	......	9	16	1	......	......	......	16	5	27	134	19
Arenac	68	6	43	49	......	......	1	1	18	11	......	1	......	......	20	8	32	50	64
†Baraga	21	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	32	......
Barry	181	16	89	105	......	......	5	......	39	29	1	......	......	......	34	5	72	205	36
Bay	267	24	241	265	3	16	9	3	54	19	......	2	120	......	37	38	250	285	82
Benzie	78	20	79	99	7	......	3	2	29	15	1	......	......	......	29	17	91	99	56
Berrien	290	32	87	113	4	......	1	5	29	38	5	......	1	......	36	15	61	294	28
		29	70	99	5	......	1	2	36	12	......	......	1	......	32	10	......		19
Branch	185	42	106	148	4	1	30	1	61	43	2	3	9	......	5	40	......	222	70
Calhoun	326	16	86	102	4	1	3	3	34	36	......	2	......	......	15	19	74	420	19
Cass	156	10	63	73	......	......	1	......	31	22	......	......	......	......	19	3	51	145	37
Charlevoix	104	7	41	48	......	......	......	2	25	13	......	......	......	......	7	6	25	127	31
Cheboygan	91	20	93	113	1	......	7	1	27	25	5	......	12	......	35	13	87	122	63
†Chippewa	98	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	134	......
Clare	75	23	50	73	1	......	6	1	23	3	4	2	......	......	17	21	57	90	44
*Clinton	175	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	170	......
†Crawford	32	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	32	......
Delta	116	5	107	112	......	1	17	2	29	22	6	......	16	......	40	38	71	141	66
Dickinson	103	10	100	110	5	1	30	13	35	18	......	......	......	......	......	65	82	105	97
*Eaton	227	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	198	......
†Emmet	114	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	122	......
Genesee	274	40	162	202	11	......	2	11	72	58	7	......	20	......	5	40	200	330	54
Gladwin	50	3	35	38	......	......	1	......	10	20	......	......	......	......	9	3	33	50	62
Gogebic	119	14	139	153	3	4	49	19	24	38	3	11	......	......	74	49	139	115	13

Grand Traverse	128	11	96	107	2	3	18		25	14	3	3	23	......	9	39	100	170	54
Gratiot	181	*	......	......	......	......				......	......	......	......	......	......	......	......	256	....
		22	59	81	2	......	9	2	30	25	......	......	......	......	30	22	53		26
Hillsdale	220	10	87	97	......	......		4	54	25	1	1	2	......	9	14	41	314	28
*Houghton and Keweenaw	369	......	......	......	......	......				......	......	......	......	......	......	......	......	320	......
Huron	189	46	104	150	1		25	3	59	41	10	1	......	......	10	34	140	184	76
		20	38	58	2		3		7	......	......	......	......	......	35	8	58		04
Ingham	261	21	115	136	1		7	1	47	53	......	......	......	......	26	9	94	282	39
		*	......	......	......			......	......	......	......	......	......	......	......	......	......		....
		33	190	223	13		3	2	23	12	......	......	1		2	......	......		21
Ionia	228	18	49	67	4			......	20	20	......	......	......		18	8	......	250	17
		8	55	63	......			5	24	19	......	......	......		22	3	31		19
Iosco	56	4	38	42				......	10	21	......	......			14	5	36	56	55
Iron	59	5	52	57	3	2	17	2	14	14	1	......		3	1	30	50	61	91
Isabella	133	41	90	131			......	1	22	27	1	......			15	50	62	148	08
		13	24	37			......	4	11	9	......	1		......	11	3	......		06
		*	......	......			......		......	......	......	......		......	......	......	......		....
		16	9	25			......		11	8	......	......		......	1	3	......		06
Jackson	278	25	24	49				2	21	19	......	......		......	10	7	......	409	10
		8	20	28			5		9	10	......	......		......	7	6	......		07
		*	......	......					......	......	......	......		......	......	......	......		....
		24	58	82				2	37	29	1	......		......	13	16	92		11
Kalamazoo	281	8	111	119			12	25	48	41	......	9		......	15	84	......	319	48
		44	189	233		2	12	2	67	64	1	4		......	13	33	197		48
Kalkaska	59	2	28	30					12	9	1	......	......	......	9	3	22	69	31
		*	......	......	......				......	......	......	......	......	......	......	......	......		....
		*	......	......	......				......	......	......	......	......	......	......	......	......		....
		*	......	......	......				......	......	......	......	......	......	......	......	......		....
Kent	667	22	153	175	2	......	......	1	97	60	......	......	1	......	31	10	131	589	27
		300	650	950	......	......	......	......	......	......	......	......	......	......	......	......	......		....
		89	300	389	......	......	......	......	......	......	......	......	......	......	......	......	......		....
Keweenaw with Houghton	18	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	15	......
Lake	51	3	25	28	......	......	......	3	8	10	......	......	......	......	6	1	16	60	35
Lapeer	183	22	95	117	2	......	5	3	52	40	......	......	......	......	29	10	106	194	52
Leelanau	67	17	56	73	1	......	3	3	20	21	......	......	......	......	17	21	71	78	61
Lenawee	304	16	154	170	11	......	1	2	51	61	2	......	13	......	33	17	82	360	39
Livingston	164	30	82	112	1	......	......	......	32	46	......	......	......	......	30	16	74	336	23
Luce	19	7	29	36	4	1	3	......	12	4	......	......	......	......	11	9	31	26	92
Mackinac	56	8	50	58	5	......	......	......	10	20	1	......	......	......	24	9	42	51	70
†Macomb	180	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	187	......
Manistee	157	12	135	147	3	3	11	10	42	30	......	......	24	......	11	29	140	178	69
†Marquette	223	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	226	......
†Mason	114	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	141	......

* No report received.
† No institute held.

TABLE XXII.—CONCLUDED.

Counties.	Number of teachers required to supply school.	Number enrolled.			Kinds and grades of certificates held by members.										Number without experience in teaching.	Number having received normal instruction.	Average attendance each half day.	Number of legally qualified teachers in county.	Percentage of teachers in county attending institutes.
		Men.	Women.	Total.	State.	University.	Normal.	First.	Second.	Third.	Special.	College.	City.	Kindergarten.					
Mecosta	137	7	25	32	......	......	......	1	22	9	......	......	......	......	......	1	25	150	21
		11	34	45	......	......	......	1	28	16	......	......	......	......	......	......	......		30
		6	25	31	......	......	......	1	20	10	......	......	......	......	......	......	31		20
		*	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......		....
		8	23	31	......	......	1	3	16	8	2	......	......	......	2	2	31		20
Menominee	151	7	95	102	......	......	......	......	18	38	2	......	......	1	43	11	80	156	31
Midland	100	7	62	69	2	......	1	2	12	24	2	......	3	......	26	10	52	106	43
Missaukee	67	6	40	46	......	......	1	1	18	17	......	......	......	......	14	6	26	78	47
Monroe	172	32	110	142	2	1	3	4	53	37	6	......	12	......	23	25	130	203	58
		20	111	131	2	......	1	1	70	34	......	......	2	......	22	22	77		54
Montcalm	206	12	73	85	......	......	......	2	21	37	2	......	6	......	8	10	56	217	31
†Montmorency	29	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......
Muskegon	236	*	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	223	....
		21	53	74	1	......	3	4	24	20	......	1	......	......	21	11	63		02
Newaygo	140	*	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	140	....
		13	81	94	......	1	5	1	40	39	3	......	......	1	8	21	84		63
Oakland	309	4	98	102	1	......	2	1	35	38	......	......	......	......	25	20	58	425	18
Oceana	113	10	31	41	......	......	......	1	18	11	2	......	......	......	12	3	29	153	20
Ogemaw	53	4	38	42	......	......	......	2	14	15	......	1	......	......	20	1	36	51	63
Ontonagon	73	3	38	41	......	......	3	4	18	11	......	......	1	......	4	20	37	45	82
Osceola	131	46	58	104	4	......	9	2	14	12	2	......	......	......	62	15	......	177	24
		10	103	113	3	1	15	1	28	33	1	......	......	......	20	22	100		46
Oscoda	15	3	20	23	......	......	......	......	6	8	......	......	......	......	9	......	22	17	82
Otsego	50	10	50	60	......	1	8	1	17	17	1	1	......	......	14	16	49	67	68
		7	44	51	1	......	7	1	14	18	4	1	......	......	5	14	49		64
Ottawa	227	36	116	152	2	3	7	5	47	28	......	13	7	......	13	29	142	305	36
		13	100	113	2	2	6	3	38	38	2	3	3	......	26	14	102		32
Presque Isle	51	11	42	53	......	......	1	1	11	14	......	......	......	......	27	7	46	29	93
†Roscommon	18	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	......	15	....
Saginaw	409	92	152	244	7	......	......	3	57	39	1	......	......	......	115	18	41	486	22
		31	302	333	8	5	12	19	60	40	3	7	70	......	10	36	300		41
		17	75	92	3	2	1	1	36	27	......	......	......	......	23	19	92		14

St. Clair	281	17	170	187	.....	.....	2	2	39	75	1	.....	4	.....	66	34	.....	336	36
St. Joseph	196	14	43	57	.....	1	5	1	19	22	.....	2	.....	.....	7	15	48	315	15
		*		.....	.....	.....	.....				.....	.....	.....	.....	.....	.....	.....		....
Sanilac	187			.....	.....	.....	.....				.....	.....	.....	.....	.....	.....	.....	228	....
		25	76	101	.....	.....	6	4	41	36	.....	.....	.....	.....	14	13	90		38
Schoolcraft	54	5	53	58	.....	1	10		16	10	.....	.....	6	.....	8	21	55	57	75
Shiawassee	212	28	91	119	2	4	18	5	27	34	10	6	7	.....	6	35	107	296	38
			62	73	3	.....	1	5	31	34	.....	1	.....	.....	16	11	56		25
*Tuscola	194			.....	.....	.....	.....			..	.....	.....	.....	.....	.....	.....	.....	160	.....
Van Buren	230	5	61	66	1	1	.....	2	31	22	.....	.....	2	.....	10	10	47	287	20
Washtenaw	309	11	99	110	.....	.....	3		34	44	.....	.....	1	.....	37	23	88	353	23
		24	76	100	13	1	1	6	25	16	1	.....	.....	.....	39	21	.....		05
		100	1,500	1,600	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....		....
		84	259	343	49	2	.....	4	63	38	1	1	.....	.....	128	96	.....		11
Wayne	1,427	*		.....	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....	1,374	....
		43		54	.....	.....	.....	.....	.....		.....	.....	.....	.....	.....	.....	.....		....
		32	78	110	.....	3	9	4	27	15	2	.....	.....	.....	.....	21	.....		04
		81	288	369	4	9	74	8	88	45	3	1	1	.....	.....	103	.....		16
Wexford	129	6	29	35	1	.....	.....	.....	10	18	.....	.....	.....	.....	6	1	26	146	19

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* No report received.
† No institute held.

TABLE XXIII.

County boards of school examiners for 1902-3.

(The first named in each county is commissioner.)

County.	Name.	Address.	Occupation
Alcona	W. H. Sanborn	Harrisville	Teacher
	John F. Gilpin	Harrisville	Teacher
	Geo. R. Stuart	Lincoln	Teacher
Alger	Melvin E. Shippey	Munising	Teacher
	Orvice LaBounty	Munising	Teacher
	Vernie O'Neil	Munising	Teacher
Allegan	Ira G. Thorpe	Allegan	Teacher
	Ralph M. Sprague	Bumps Corners	Teacher
	Volney Stuck	Hopkins Station	Teacher
Alpena	James A. Case	Alpena	Farmer
	Fred P. Smith	Alpena	Student
	E. H. Fox	Long Rapids	Teacher
Antrim	H. M. Coldren	Bellaire	Teacher
	George E. Cabanis	Bellaire	Farmer
	J. W. Hawley	East Jordan	Farmer
Arenac	Morley E. Osborne	Standish	Teacher
	A. L. Wilkins	Maple Ridge	Teacher
	George H. Glazure	Au Gres	Teacher
Baraga	M. J. McKanna	Baraga	Teacher
	Kate Curry	L'Anse	Teacher
	Helen O'Connor	L'Anse	Teacher
Barry	J. C. Ketcham	Hastings	Teacher
	Dor. N. Stowell	Woodland	Farmer
	Burton A. Perry	Hastings	Teacher
Bay	J. B. Laing	Bay City	Teacher
	R. E. Hawley	Pinconning	Teacher
	James Cotter	Auburn	Teacher
Benzie	M. S. Gregory	Benzonia	Teacher
	Lillian Jaquith	Benzonia	Teacher
	Lizzie Tillie	Lake Ann	Teacher
Berrien	C. D. Jennings	St. Joseph	Teacher
	J. D. Carmody	Watervliet	Farmer
	E. C. Harner	Benton Harbor	Real Estate
Branch	James Swain	Coldwater	Teacher
	E. A. Hurley	Coldwater	Teacher
	F. E. Knapp	Quincy	Teacher
Calhoun	Ernest Burnham	Marshall	Teacher
	A. J. Flint	Homer	Teacher
	F. D. Miller	Burlington	Teacher
Cass	W. H. C. Hale	Cassopolis	Teacher
	John Finley	Dowagiac	Teacher
	C. N. Brady	Edwardsburg	Teacher
Charlevoix	A. W. Chew	Bay Shore	Farmer
	J. M. Tice	East Jordan	Teacher
	J. H. Milford	South Arm	Teacher
Cheboygan	E. W. Baker	Cheboygan	
	J. Irving Bryant	Topinabee	Law Student
	Katherine Eck	Wolverine	Teacher
Chippewa	T. R. Easterday	Sault Ste. Marie	Preacher
	D. W. McLean	Detour	Teacher
	T. B. Aldrich	Bay Mills	Teacher
Clare	E. G. Welch	Clare	Editor
	D. A. Barber	Farwell	Teacher
	John F. Brown	Temple	Teacher
Clinton	T. H. Townsend	St. Johns	
	E. J. Leddick	Fowler	Teacher

TABLE XXIII.—Continued.

County.	Name.	Address.	Occupation.
Crawford	J. E. Bradley	Grayling	Teacher
	Mrs. E. Cobb	Frederick	Farmer
	Flora Marvin	Grayling	
Delta	P. R. Legg	Gladstone	Teacher
	Rose Headsten	Escanaba	Teacher
	Chas. U. Woolpert	Perkins	Teacher
Dickinson	E. L. Parmenter	Iron Mountain	Teacher
Eaton	J. L Wagner	Charlotte	Teacher
	F. A. Tiedgen	Vermontville	Teacher
	A. N. Bateman	Dimondale	Teacher
Emmet	R. M. Winston	Petoskey	
	H. N. Crandall	Van	Teacher
	C. M. Worden	Petoskey	Teacher
Genesee	F. J. Johnson	Flint	
	W. W. Blackney	Clio	Teacher
	Ed. Branch	Otisville	Teacher
Gladwin	F. E. Armstrong	Gladwin	Teacher
	Mae Shell	Gladwin	Teacher
	Kate Borden	Gladwin	Teacher
Gogebic	L. L. Wright	Ironwood	Teacher
	W. I. Prince	Bessemer	Banker
	Mary Vumastek	Wakefield	Teacher
Grand Traverse	Geo. Crisp	Traverse City	Teacher
	Mrs. Addie Gibbs	Mayfield	Bookkeeper
	E. O. Ladd	Old Mission	Farmer
Gratiot	C. F. Pike	Ithaca	Teacher
	Howard Potter	Ithaca	Teacher
	W. E. Swope	Breckenridge	Teacher
Hillsdale	C. P. Hulce	Hillsdale	Teacher
	H. L. Howe	Hillsdale	Insurance
	D. L. Clark	Frontier	Teacher
Houghton	Wm. Bath	Houghton	Clerk
	A. E. Peterman	Calumet	Lawyer
	Fred A. Jeffers	Atlantic Mine	Teacher
Huron	David Kaercher	Sebewaing	Teacher
	C. F. Hey	Kilmanagh	Teacher
	Geo. F. Manning	Elkton	Teacher
Ingham	A. G. Wilson	Mason	Farmer
	L. C. Mixter	Okemos	Teacher
	F. E. Searl	Stockbridge	Teacher
Ionia	M. F. Scott	Ionia	
	A. J. Dann	Lake Odessa	Mgr. Food Co.
	F. C. Janes	Lyons	Teacher
Iosco	J. A. Campbell	Whittemore	Teacher
	W. H. Hartley	Siloam	Teacher
	L. G. Morell	Au Sable	Teacher
Iron	John F. Mason	Amasa	Teacher
	Geo. T. Hughes	Iron River	Teacher
	Daniel Riordan	Crystal Falls	Teacher
Isabella	H. A. Graham	Mt. Pleasant	Teacher
	A. J. Armstrong	Mt. Pleasant	Teacher
	B. F. Duffey	Blanchard	Teacher
Jackson	Thos. M. Sattler	Jackson	Teacher
	Frank H. Brown	Brooklyn	Teacher
	Geo. R. Cain	Hanover	Teacher
Kalamazoo	J. W. Hazard	Kalamazoo	Teacher
	Jas. H. McLaughlin	Oshtemo	Teacher
	E. C. Hambleton	Galesburg	Teacher
Kalkaska	Irene L. Getty	Kalkaska	Teacher
	W. S. Merrill	Kalkaska	Surveyor
	W. J. Hoover	Kalkaska	Teacher
Kent	A. R. Zimmer	Grand Rapids	Teacher
	A. M. Freeland	Grand Rapids	Teacher
	C. M. Ferner	Grandville	Teacher

TABLE XXIII.—CONCLUDED.

County.	Name.	Address.	Occupation.
Keweenaw	P. O. Decker	Mohawk	Teacher
	Jas. Hamilton	Allouez	Teacher
	Clarence Chrysler	Copper Falls	Teacher
Lake	Edwin G. Johnson	Luther.	Insurance
	W. C. Giberson	Baldwin	Merchant
	Eugene Robertson	Bristol	Teacher
Lapeer	W. F. Laughlin	Lapeer	Teacher
	C. H. Naylor	Imlay City	Teacher
	R. V. Langdon	Clifford	Teacher
Leelanau	J. O. Duncan	Sutton's Bay	....
	F. R. Davis	Sutton's Bay	Teacher
	E. F. Carr	Empire	Teacher
Lenawee	M. W. Hensel	Blissfield	Teacher
	John C. Howell	Blissfield	Editor
	M. B. Collins	Addison	Teacher
Livingston	N. Knoolhuizen	Fowlerville	Teacher
	James Stackable	Hartland	Teacher
	Francis Carr	Hamburg	Teacher
Luce	Wm. Prakken	Newberry	Teacher
	A. D. DeWitt	Newberry	Teacher
	Mrs. A. Westin	Newberry	....
Mackinac	D. H. Stringham	St. Ignace	Bookkeeper
	W. J. Fessant	Viola	Merchant
	J. J. Thompson	St. Ignace	Landlord
Macomb	O. D. Thompson	Mt. Clemens	Teacher
	A. E. Millett	Armada	Merchant
	E. E. Crook	New Baltimore	Teacher
Manistee	H. J. Leighton	Bear Lake	Teacher
	L. L Janes	Oak Hill	Teacher
	George Crook	Bear Lake	Preacher
Marquette	F. D. Davis	Negaunee	Teacher
	J. F. Walker	Republic	Teacher
	D. B. Waldo	Marquette	Teacher
Mason	C. A. Rinehart	Scottville	Editor
	Cecil Schick	Ludington	Teacher
	Pauline Smith	Ludington	Teacher
Mecosta	Edward Keeler	Big Rapids	Teacher
	Don Harrington	Morley	Teacher
	P. N. Sawyer	Big Rapids	Insurance
Menominee	Jesse Hubbard	Menominee	Teacher
	C M. Case	Hermansville	Accountant
	W. B. Weenink	Powers	Teacher
Midland	Jas. H. Mustard	Midland	....
	G. L. Jenner	Midland	Teacher
	W. H. Buck	Coleman	Teacher
Missaukee	Ezra Hall	Lake City	....
	C. J. Jackson	Lake City	Teacher
	W. L. Coffey	Lake City	Teacher
Monroe	A. C. Marvin	Monroe	Teacher
	John Wallace	Monroe	Student
	Frank Partlem	Newport	Teacher
Montcalm	E. D. Straight	Stanton	Teacher
	J. E. McCloskey	Stanton	Teacher
	A. M. Colegrove	Coral	Teacher
Montmorency	S. H. Knisely	Hillman	Bank Cashier
	Mrs. W. D. Rice	Atlanta	Teacher
	Etta Brennan	Lewiston	Teacher
Muskegon	J. O. Reed	Whitehall	Teacher
	N. R. Dryer	Holton	....
	R. W. Brock	Muskegon	Teacher
Newaygo	Isabelle M. Becker	Fremont	....
	John Harwood	White Cloud	Postmaster
	Carrie Carter	Newaygo	Teacher
Oakland	H. S. Elliott	Oxford	Teacher
	S. H. Westcott	Ortonville	Teacher
	A. L. Craft	Rochester	Teacher

TABLE XXIII.—CONTINUED.

County.	Name.	Address.	Occupation.
Oceana	E. W. Fleming	Hart	Editor
	R. C. Fisher	Hart	Student
	A. G. Sundell	New Era	Teacher
Ogemaw	Ben Bennett	West Branch	Teacher
	A. MacMillan	Prescott	Teacher
	E. H. Woghter	West Branch	Merchant
Ontonagon	Ella Chamberlin	Ontonagon	....
	F. A. Stiles	Rubicon	Teacher
	A. C. Adair	Rockland	Landlord
Osceola	Geo. F. Roxburgh	Reed City	Teacher
	Myron Jerome	Evart	Teacher
	Byron L. Odle	Hersey	Teacher
Oscoda	Sim J. Lewis	Mio	Teacher
	Ethel Crawford	Red Oak	Housekeeper
	Ben J. Waters	Mio	Teacher
Otsego	R. D. Bailey	Gaylord	Teacher
	Carrie G. Martindale	Gaylord	Housekeeper
	Frank J. Shipp	Gaylord	Bookkeeper
Ottawa	C. E. Kelley	Coopersville	Teacher
	Nelson R. Stanton	Forest Grove	Teacher
	Leonard Rews	Borculo	Teacher
Presque Isle	Edward Erskine	Rogers City	Physician
	C. I. Isaminger	Rogers City	Druggist
	Theo. Hardies	Rogers City	Merchant
Roscommon	E. G. Payne	Roscommon	Druggist
	Adelia McCrea	Roscommon	Housekeeper
	Verna Gibbons	Roscommon	Housekeeper
Saginaw	John C. Nafe	Saginaw	Teacher
	J. E. McDonald	Saginaw	Teacher
	J. Mace Andress	Chesaning	Teacher
St. Clair	E. T. Blackney	Port Huron	Teacher
	W. F. Lewis	Port Huron	Teacher
	W. J. Tripp	St. Clair	Teacher
St. Joseph	L. E. Miller	Centreville	Teacher
	Geo. F. DeLong	Three Rivers	Teacher
	J. W. McLauchlin	Sturgis	Teacher
Sanilac	Chas. G Putney	Sanilac Center	Teacher
	Fred J. Kemp	Deckerville	Teacher
	J. H. Hands	Sanilac Center	Teacher
Schoolcraft	Beulah Morseman	Manistique	Teacher
	C. W. Dunton	Manistique	Lawyer
	W. T. S. Cornell	Manistique	Lawyer
Shiawassee	H. E. Slocum	Corunna	Teacher
	Stella E. Potter	Bancroft	Teacher
	T. A. Mears	Lennon	Teacher
Tuscola	H. P. Bush	Caro	Teacher
	J. F. Goodrich	Tuscola	Teacher
	C. L. Coffen	Unionville	Teacher
Van Buren	E. A. Aseltine	Paw Paw	Teacher
	Earl Schoolcraft	Kendall	Teacher
	Alford Robinson	Keeler	Teacher
Washtenaw	C. E. Foster	Ann Arbor	Teacher
	M. J. Cavenaugh	Ann Arbor	Lawyer
	Josephine Hoppe	Chelsea	Teacher
Wayne	E. W. Yost	Detroit	Teacher
	Frank Cody	Delray	Teacher
	Wm. Lightbody	Detroit	Teacher
Wexford	W. H. Faunce	Cadillac	Teacher
	J H. Kaye	Cadillac	Teacher
	Mason L. Fish	Yuma	Teacher

TABLE XXIV.

General statistics of educational institutions compiled from reports of officers for the academic year 1902-1903.

Name of institution.	Location.	Name of president, superintendent or principal.	Date of organization.	Number of instructors.	Number of students or inmates during the year.	Number of students from Michigan.	Number of graduates at last commencement.	Whole number of graduates since founded.	Number of volumes in library.	Number of volumes added to library during year.
ESTABLISHED BY ACTS OF LEGISLATURE.										
Educational:										
Central Michigan Normal School	Mt. Pleasant	Charles T. Grawn	1895	25	673	670	152	3,000	7,000	1,000
Michigan Agricultural College	Lansing	J. L. Snyder	1857	70	854	819	60	977	24,003	927
Michigan College of Mines	Houghton	F. W. McNair	1885	19	221	147	39	241	18,060	1,008
Michigan State Normal College	Ypsilanti	Lewis H. Jones	1852	52	1,000	958	312	4,704	25,000	1,338
Northern State Normal School	Marquette	Dwight B. Waldo	1899	14	258	253	34	114	5,500	500
University of Michigan	Ann Arbor	James B. Angell	1837	260	3,792	2,122	831	19,396	176,378	10,000
Totals				440	6,798	4,969	1,428	28,432	255,941	14,773
Charitable:										
Industrial Home for Girls	Adrian	Lucy M. Sickels	1879	38	458	......	......	......	1,853	......
Industrial School for Boys	Lansing	J. E. St. John	1857	55	685	......	......	......	2,000	500
School for the Blind	Lansing	Clarence E. Holmes	1880	13	121	121	2	......	3,707	207
School for the Deaf	Flint	F. D. Clarke	1854	46	410	409	6	1,328	4,120	62
State Public School	Coldwater	J. B. Montgomery	1871	45	420	420	......	......	1,600	......
Totals				197	2,094	950	8	1,328	13,280	769
INCORPORATED UNDER ACT 39, LAWS OF 1855.										
Denominational:										
Adrian College	Adrian	Thomas H. Lewis	1859	14	125	49	13	390	7,000	200
Albion College	Albion	Samuel Dickie	1861	27	442	402	62	900	15,000	750
Alma College	Alma	August F. Bruske	1887	22	255	245	45	91	18,500	600
Detroit College	Detroit	L. Kellinger	1881	13	216	210	12	192	12,120	20
Emmanuel Missionary College	Berrien Springs	Edward A. Sutherland	......	16	112	36	......	......	......	......

Hillsdale College	Hillsdale	Joseph W. Mauck	1855	21	363	248	22	1,019	11,472	664
Hope College	Holland	Gerrit J. Kollen	1866	14	224		16	329	15,000	200
Kalamazoo College	Kalamazoo	A. Gaylord Slocum	1855	14	220	184	22	327	7,330	214
Olivet College	Olivet	Willard G. Sperry	1859	23	265	239	22	572		
Totals				164	2,222	1,613	214	3,820	86,422	2,648
Academies and Seminaries:										
Academy of the Ladies of the Loretto	Sault Ste. Marie	Mother M. Eucheria	1898	7	112	85		6	990	40
Academy of the Sacred Heart	Detroit	M. L. Gerardin	1850	13	69	69			3,150	110
Academy of the Sacred Heart	Grosse Pointe Farms	Madame Anna Hutton	1885	17	60	40	1	57	1,500	200
Akeley Hall	Grand Haven	Susan Hill Yerkes	1888	16	33	19	6	63	1,000	
Benzonia Academy	Benzonia	Charles W. Dunn	1900	6	54	52	6	12	6,000	
Detroit Home and Day School	Detroit	Ella M. Liggett	1878	30	332	30	24	280	2,000	50
Detroit Seminary	Detroit									
Detroit University School	Detroit	Frederick L. Bliss	1901	19	314	298	39	82	1,300	375
Holy Rosary Academy	Essexville	Mother Gonsalva	1892	4	48	47		7	350	50
Michigan Female Seminary	Kalamazoo	John Gray	1856	12	90	70	8		3,000	50
Michigan Military Academy	Orchard Lake	Harris A. Wheeler	1877	11	101	31	31	415	7,000	
Nazareth Academy	Nazareth	Sister M. Anthony Nolan	1897	12	73	62		2	5,400	60
Raisin Valley Seminary	Adrian	Johnathan Dickinson, Jr	1855	8	70	67	14	176	1,003	
St. Mary's Academy	Monroe	Mother M. Mechtildis	1890	25	314	252	12	113	8,662	5,213
St. Mary's School	Sault Ste. Marie									
Seminary of the Felician Sisters	Detroit	Cajatana Jankiewicz	1882	7	65	24	13	121	1,680	25
Spring Arbor Seminary	Spring Arbor	David S. Warner	1873	5	134	97	1	165	600	30
Theological School, Christian Reformed Church	Grand Rapids	F. M. Ten Hoor	1878	9	78	52	6	90	1,500	50
Ursuline Academy	St. Ignace	Mother M. Angela	1899	6	100	99		3	750	50
Totals				207	2,047	1,394	161	1,592	45,885	6,303
Professional Schools:										
Detroit College of Law	Detroit	William L. Carpenter	1893	20	165	150	56	389	13,050	1,500
Detroit College of Medicine	Detroit	Theo. A. McGraw, M. D.	1868							
Department of Dental Surgery				30	83	44	46	267		
Medicine				63	257	170	66		1,000	30
Pharmacy				10	28	19	12	133		
Detroit Homeopathic College	Detroit	C. C. Miller	1872	36	52	29	14	24		
Grand Rapids Medical College	Grand Rapids	Clarence H. White	1897	28	52	47	16	62	1,950	1,700
Michigan College of Medicine and Surgery	Detroit	Hal. C. Wyman	1888	38	84	56	17	285	5,000	60
Saginaw Valley Medical College	Saginaw	L. W. Bliss	1897	30	86	70	34	166		
Sprague Correspondence School of Law	Detroit	W. C. Sprague	1891	4	780	38	60			
Totals				259	1,587	623	321	1,326	21,000	3,290

TABLE XXIV.—CONCLUDED.

Name of institution.	Location.	Name of president, superintendent or principal.	Date of organization.	Number of instructors.	Number of students or inmates during the year.	Number of students from Michigan.	Number of graduates at last commencement.	Whole number of graduates since founded.	Number of volumes in library.	Number of volumes added to library during year.
Schools with Normal and Business Course:										
Armstrong Business School	Hillsdale									
Bay City Business College	Bay City	Robert R. Lane	1898	5	156	153		22		
Benton Harbor College	Benton Harbor	G. J. Edgcumbe	1902	17	324	320	19	376	1,346	25
Cedar Lake Industrial Academy	Cedar Lake	S. M. Butler	1902	4	57	50		2	150	4
Cleary's Business College	Ypsilanti									
Fenton Normal School and Commercial College	Fenton	S. F. Browne	1898	5	203	201	12	78	974	196
Ferris Institute	Big Rapids	Woodbridge N. Ferris	1884	16	1,800	1,725	75	491	1,000	170
Grand Rapids Business University	Grand Rapids	A. S. Parish	1897	5	292	289	20			
International Business College	Saginaw	E. I. Fish	1896	6	239	239		33		
Jackson Business University	Jackson	C. P. Thompson	1900	5	218	217		36		
Lansing Business University	Lansing	H. J. Beck	1897	4	114	114	1	21		
Ludington Business College	Ludington	W. H. Martindill	1898	2	77	2	26		95	10
Michigan Business and Normal College Company	Battle Creek	C. J. Argubright	1882	4	255	240				
Three Rivers Business Academy and Normal School	Three Rivers	Charles H Sage	1899	4	89	89			260	
Totals				77	3,824	3,639	153	1,059	3,825	405

TABLE XXV.

Financial statistics of educational institutions compiled from reports of officers for the academic year 1902-1903.

Name of institution.	Annual cost of tuition per student.	Average cost of board per week.	Total average annual cost to each student.	Total aver. annual cost of each student to the State.	Estimated value of grounds, buildings, library, apparatus, etc.	Amount of productive funds.	Income from productive funds.	Amount of legislative appropriation for 1902.	Receipts from tuition fees during the year.	Receipts from all other sources.	Current expenses for the year.	Expenses for permanent improvement.	Liabilities.
ESTABLISHED BY ACTS OF LEGISLATURE.													
Educational:													
Central Mich. Normal School...	$65 00	$2 50	$150 00	$65 00	$150,000 00	$3,000 00	$3,000 00	$35,000 00	$2,700 00	....	$37,700 00	$30,000 00	....
Michigan Agricultural College..	....	2 17	135 25	......	666,383 61	886,985 47	61,213 56	100,000 00	465 00	$177,761 02	178,127 78	43,539 07	....
Michigan College of Mines......	25 00 * 150 00	5 00	450 00 * 575 00	197 96	352,080 38	....	....	43,325 00	11,610 00	17,667 00	43,325 00	44,550 00	....
Michigan State Normal College	9 00	2 25	175 00	67 80	343,637 14	....	4,183 88	74,491 40	8,781 50	1,382 05	86,984 71	55,000 00	$2,000 00
Northern State Normal School	9 00	3 75	175 00	107 00	100,000 00	....	....	27,630 00	1,308 00	159 25	29,097 25	2,500 00	....
University of Michigan..........	55 00	5 00	350 00	106 00	2,836,227 00	545,946 00	38,500 00	403,525 00	194,752 33	290,620 04	626,011 65	228,560 40	13,674 53
Charitable:													
Industrial Home for Girls........	....	70	....	115 00	235,456 90	....	....	58,750 00	....	6,773 70	65,523 70	5,294 00	....
Industrial School for Boys......	....	......	....	110 00	307,425 00	....	6,941 96	76,750 00	....	....	82,308 53	....	....
School for the Blind............	....	......	....	266 21	160,420 63	....	....	30,700 00	....	3,075 42	32,211 43	....	....
School for the Deaf............	57 83	1 26	....	199 33	518,134 27	....	....	95,405 18	....	9,781 70	95,472 37	6,781 69	....
State Public School............	....	......	....	79 53	250,065 05	1,000 00	74 89	32,500 00	....	....	33,403 21	30,500 00	....
INCORPORATED UNDER ACT 39, LAWS of 1855.													
Denominational:													
Adrian College..................	45 00	3 00	171 00	......	225,000 00	....	....	....	2,926 50	13,968 67	17,397 22	1,000 00	37,177 00
Albion College..................	24 00	3 00	162 00	......	200,000 00	260,000 00	13,414 50	....	14,479 79	34,984 81	35,215 13	11,619 26	....
Alma College..................	32 00	2 25	150 00	......	228,034 66	227,296 23	12,433 40	....	5,678 43	13,993 19	22,328 24	5,285 38	22,250 04
Detroit College..................	60 00	+	....	......	170,000 00	....	....	....	-7,920 50	....	15,848 27	....	46,830 14
Emmanuel Missionary College..	40 00	1 75	115 00	......	40,000 00	....	....	....	....	....	....	10,000 00	10,000 00
Hillsdale College.,..............	23 50	3 00	175 00	......	118,037 10	227,639 87	9,893 75	....	1,590 95	....	13,207 23	....	13,270 28
Hope College..................	18 00	2 75	....	......	100,000 00	250,000 00	10,433 45	....	2,254 00	7,200 00	21,430 00	30,000 00	....
Kalamazoo College............	30 00	2 25	190 00	......	120,000 00	315,085 67	15,613 40	....	5,031 00	1,824 25	23,048 89	1,556 71	2,136 95
Olivet College..................	45 00	2 50	200 00	......	160,000 00	125,000 00	7,000 00	....	11,500 00	12,199 36	36,000 00	1,536 42	4,000 00

TABLE XXV.—CONCLUDED.

Name of institution.	Annual cost of tuition per student.	Average cost of board per week.	Total average annual cost to each student.	Total aver. annual cost of each student to the State.	Estimated value of grounds, buildings, library, apparatus, etc.	Amount of productive funds.	Income from productive funds.	Amount of legislative appropriation for 1902.	Receipts from tuition fees during the year.	Receipts from all other sources.	Current expenses for the year.	Expenses for permanent improvement.	Liabilities.
Academies and Seminaries:													
Academy of the Ladies of the Loretto	$20 00	$3 50	$130 00						$2,040 00		$2,000 00	$200 00	$12,000 00
Academy of the Sacred Heart	60 and 140 00	†							2,523 50		1,000 00		
Academy of the Sacred Heart			350 00									1,500 00	
Akeley Hall					$60,000 00	$3,000 00	$150 00					500 00	10,500 00
Benzonia Academy	25 00	2 00	115 00		10,000 00				800 00	$1,845 00	3,200 00	200 00	600 00
Detroit Home and Day School	160 00	5 00	700 00		75,000 00				28,791 56	32,808 47	59,455 47	5,237 78	
Detroit Seminary													
Detroit University School					15,860 00					58,087 50	56,142 37		
Holy Rosary Academy	100 00	2 50	100 00		18,000 00				4,800 00	800 00	4,200 00	600 00	
Michigan Female Seminary	50 00	7 00	250 00		100,000 00				4,500 00	16,000 00	17,000 00	3,000 00	
Michigan Military Academy	‡ 450 00		600 00										
Nazareth Academy	‡ 120 00	3 33	120 00		110,000 00				8,000 00	5,000 00	10,000 00	20,000 00	35,000 00
Raisin Valley Seminary	20 00	2 50	160 00		8,000 00	13,950 00	946 00		1,226 00	1,025 00	1,200 00	3,010 00	
St. Mary's Academy	40 00	2 60	144 00		99,375 00				136,708 46	2,876 92	30,780 56	838 72	
St. Mary's School													
Seminary of the Felician Sisters	80 00	2 46	90 00		59,500 00				2,000 00	900 00		1,000 00	2,500 00
Spring Arbor Seminary	9 to 24 00	2 00	100 00		20,000 00	5,000 00	250 00		2,000 00	1,500 00	4,000 00	2,000 00	600 00
Theological School, Christian Reformed Church	26 00	3 50	250 00		40,000 00				1,900 00	7,806 55	10,202 75	675 00	9,275 00
Ursuline Academy	‖ 5 00	2 50	120 00		10,000 00				1,800 00	500 00	2,250 00	50 00	
Professional Schools:													
Detroit College of Law	75 00				30,000 00	5,767 86			10,438 88	262 90	10,604 27		
Detroit College of Medicine					100,000 00	17,000 00	1,556 00						40,000 00
Department of Dental Surgery	60 00		86 25						7,335 00	2,851 82	11,816 59		
Medicine	65 00	3 00	110 00						27,335 00		26,000 00	1,100 00	
Pharmacy	40 00		75 00						1,831 83	45 00	3,174 57		
Detroit Homeopathic College	87 50	3 50	300 00		50,000 00				3,596 00	300 00	4,392 28	1,300 00	14,000 00
Grand Rapids Medical College	85 00	4 00	225 00		35,000 00	2,000 00			2,900 00	200 00	2,600 00	50 00	1,200 00
Michigan College of Medicine and Surgery	85 00	4 00	197 00		50,000 00		2,400 00		7,140 00	4,000 00	8,740 00	8,740 00	
Saginaw Valley Medical College	50 00	3 50	230 00						4,300 00	2,650 00	6,923 00		
Sprague Correspondence School of Law	45 00										23,500 00		1,000 00

Schools with Normal and Business Course:													
Armstrong Business School.....	....	......	....	......	....	....	....	....	....	....	....	....	....
Bay City Business College......	67 00	3 00	228 00	......	3,800 00	....	....	....	4,820 00	700 48	4,564 00	....	....
Benton Harbor College..........	32and42 00	2 25	118 00	......	34,500 00	....	....	....	5,550 00	....	3,250 00	1,350 00	960 00
Cedar Lake Industrial Academy	40 00	1 25	90 00	.....	....	....	....	....	900 00	500 00	1,000 00	1,000 00	75 00
Cleary's Business College.......	....	......	....	......	....	....	....	....	....	....	....	....	....
Fenton Normal School and Commercial College...........	40 to 75 00	2 25	....	......	8,500 00	....	....	....	3,345 75	1,300 50	3,205 54	50 00	800 00
Ferris Institute.................	37 80	2 25	169 80	......	50,000 00	....	....	....	30,000 00	500 00	25,000 00	1,000 00	5,000 00
Grand Rapids Business University...........................	90 00	3 50	105 00	......	....	....	....	....	4,751 31	491 02	5,256 17	51 00	....
International Business College.	80 00	3 25	260 00	......	3,500 00	....	....	....	8,100 00	600 00	4,200 00	200 00	....
Jackson Business University....	80 00	2 75	340 00	......	4,500 00	....	....	....	3,055 15	947 19	3,212 54	439 80	450 00
Lansing Business University....	80 00	3 25	250 00	......	....	....	....	....	2,835 00	....	2,750 00	195 00	....
Ludington Business College.....	40 00	2 75	150 00	......	3,000 00	....	....	....	1,201 45	....	450 00	200 00	....
Michigan Business and Normal College Company.............	75 00	3 00	225 00	......	5,600 00	....	....	....	9,200 00	....	7,000 00	....	600 00
Three Rivers Business Academy and Normal School...........	24and40 00	2 50	124 00	......	10,000 00	....	....	....	1,100 00	1,410 00	1,850 00	800 00	3,000 00

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‡ Board and tuition.
‖ Day students.
† No boarders.

TABLE XXVI.

Special statistics compiled from commissioners' reports.

Counties.	Parochial schools.							
	Number of schools.	Number of children enrolled.	Ages of same.	Branches taught.	Character of instruction.	Number of instructors.	Regularity of attendance.	Length of time of school.
Allegan	3	140	5 to 14	Catechism and common branches	Poor	6	Irregular	6 mos.
Alpena	3	1,000	6 to 16	First eight grades		16	Good	10 mos.
Arenac	1	15	15	Catechism and common branches		1		7 mos.
Bay	19	450	8			14		8 mos.
Berrien	4	*275	Under 14	German, little English	Catholic	4	Poor	*4 mos.
Branch	1	140	7 to 18	Sewing, drawing, music, German	Catholic	3	Poor	9 mos.
Calhoun	3	*325	5 to 15	Common branches	Good	12	Excellent	9 mos.
Cass	1	15	5 to 18	Adventist religion, common branches		1	Good	9 mos.
Cheboygan	5	400	5 to 20	Sectarian doctrines, French, Polish, German schools, these languages, common branches		11	Good	8 to 10 mos.
Chippewa	1			Those usual in Catholic seminary.				
Clinton	2	365	5 to 16	Common branches	Fair	6	Good	10 mos.
Delta	2	*600	4 to 18	Common branches and algebra, physics, botany, geometry, general history	Good	10	Good	10 mos.
Dickinson	1	250	6 to 14	All common branches.				
Genesee	1	*40	5 to 12	Primary and religious	Roman Catholic	*4		*10 mos.
Gogebic	1	400	6 to 18	Same as in public schools	Fairly good	12	Good	10 mos.
Grand Traverse	1	225	6 to 19	Twelve grades	Secular and relig.	5	Good	9 mos.
Gratiot	1	14		Common and bible	Adv'st, bible study	1	Good	8 mos.
Hillsdale	2	25	6 to 14	Lutheran and catechism.				
Houghton	4	2,025	5 to 21	Twelve grades	Good.			
Huron	10	*750	5 to 14	English branches, German and Polish	Religious, Pub. Sc.	13	Irregular	10 mos.
Ingham	4	*400				6		
Ionia	5			Grammar school work.				
Iosco	2	*158	*5 to 15	Common branches, Catechism and bible	Lutheran	2	Fair	9 mos.
Isabella	2	400	5 to 17	Common school branches	Religious	7	Good	10 mos.
Kalamazoo	2	500	5 to 20	Common school branches	Good	20	Good	9 mos.
Kent	3	*130	5 to 16	Common branches	Part religious	6	Good	9 mos.
Leelanau	3	400	5 to 20	English, German and Polish	Catholic	9	Good	10 mos.
Lenawee	8	*500	*5 to 16	Public school work and catechism		*11	Good	5 to 9 mos.

Mackinac	1	125	5 to 17	Including 8th grade branches, Latin, French, German, music and commercial course	Good	5	Excellent	10 mos.
Macomb	14				Good		Good	4 to 10 mos.
Manistee	8	1,500	5 to 16	Common branches and religion		26	Good	9 to 11 mos.
Marquette	3	1,000	5 to 18	Common high school branches	Good	25	Fair	10 mos.
Mason	4	130	5 to 15	Common branches and religion	Good	9	Good	6 to 8 mos.
Mecosta	1	30	8 to 14	Common branches and catechism	Good	1	Good	5 mos.
Menominee	3							
Monroe	13	*260	6 to 14	Common branches and bible	Fair	15	Very good	4 to 9 mos.
Montcalm	3	33	6 to 14	Regular eighth grade	Lutheran, Advent.			
Muskegon	4	800	5 to 16	Music and drawing, common branches to ninth grade	Very good	7	Very good	9 mos.
Oakland	1	210	7 to 21	Full English course	Good	7	Excellent	10 mos.
Oceana	1	*65	7 to 15	Common, mostly in German	Good	1	Good	8 mos.
Osceola	1	65	5 to 14	Primary and grammar, religious and German	Ger. Lutheran, fair	1	Irregular	10½ mos.
Otsego	1	100	6 to 15	English, Polish, Com., music and catechism	Fair	1	Poor	10 mos.
Ottawa	5	466	5 to 14	Common branches, manual work	Good	10	Good	8 to 10 mos.
Presque Isle	3	150		Common branches	Catholic	4	Good	8 mos.
Saginaw	12			Common branches and catechism	Catholic			10 mos.
St. Clair	6	1,000	5 to 18	Reading, arithmetic, grammar, geography, writing	Creed and cat'sm.	*25		9 mos.
Sanilac	6	*300	Under 16	Reading, singing, bible, catechism	Catholic	6	Good	8 mos.
Schoolcraft	1	200	*5 to 20	First to eighth grades		7	Fair	9 mos.
Shiawassee	1	165	6 to 15	English branches		5	Good	10 mos.
Tuscola	*10	*400	5 to 14			*10	Good	3 mos.
Van Buren	1	21	*8 to 16	German, bible history, catechism, spelling, geography, arithmetic, English, Grammar, reading, writing	Ger. Luth., relig	2	Good	*7 mos.
Washtenaw	13	310	6 to 18	Elementary branches and German	Religious	15		4 to 10 mos.
Wayne	37			Common				10 mos.

* Estimated.

TABLE XXVI.—CONCLUDED.

Counties.	Private schools.						
	Number of schools.	Number of students.	Branches taught.	Character of instruction.	Number of instructors.	Length of time of school.	Name and location of each school.
Bay	1	20	Ninth and tenth grades according to S. M	Good	1	8 mos	High, Auburn, Mich.
Benzie	1	15	Eighth grade work	Advent	1	8 mos	Cedar River.
Lenawee	1	200	Regular course through twelfth grade, music, painting, drawing	Good	....	9 mos	St. Joseph Academy, Adrian.
Luce	1	8	....	Kindergarten	1	....	Newberry.
Mecosta	1	*750	All branches	Excellent	14	12 mos	Ferris Institute, Big Rapids.
Muskegon	2	100	Business course, shorthand, etc	Good	4	12 mos	Bisson's Business College, Muskegon; Morehouse Business College, Muskegon
Ottawa	1	....	....	....	....	....	Akley College.
St. Clair	1	....	First eight grades, English course	Good	1	10 mos	Miss Coyle, Port Huron.
Shiawassee	1	25	Preparatory for teachers for college, Latin and German, class, individual	....	2	39 weeks	Oakside, Owosso.
Van Buren	1	16	All commercial subjects, 1st, 2d 3d grade certificates	....	2	12 mos	Thornton's Business and Preparatory College.
Wayne	26						

* Estimated.

TABLE XXVII.

Special report of day schools for the deaf.

Location.	No. of teachers employed.	No. of pupils enrolled.	Total days attendance.	Average number belonging.	Actual cost of school.
Totals	17	111	16535.0	91.8609	$12,499 27
Bay City	1	6	1050.5	5.8361	$834 73
Calumet	1	9	1503.	8.35	1,032 46
Detroit	8	44	6517.	36.2055	5,360 20
Grand Rapids	4	30	4194.5	23.3027	3,211 00
Menominee	1	7	859.	4.7722	670 88
Muskegon	1	8	1500.	8.3333	750 00
Saginaw, E. S	1	7	911.	5.0611	640 00

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